DOCUMENT RESUME

ED 257 333 HE 018 361

AUTHOR	Moore, R. Keith, Comp.; Hunt, Susan, Ed.
TITLE	How to Make Big Improvements in the Small PR Shop. Revised.
INSTITUTION	Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO	ISBN-0-89964-234-9
PUB DATE	85
NOTE	124p.
AVAILABLE FROM	CASE Publications, Order Department, Box 290, Alexandria, VA 22314 ($16.50).
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Guidelines; Higher Education; *Information Services; *Institutional Advancement; Occupational Information; Printing; *Publications; *Publicity; *Public Relations; Questionnaires; Records (Forms); School Personnel; *Staff Role; Time Management

ABSTRACT

This guide for small public relations (PR) offices at colleges and universities includes sample job descriptions, information on PR duties and priorities, sample policy statements and operating guidelines, sample publicity materials, questionnaires, and internal forms for organization. Twenty-six tips on time management are provided in an article by James Lubetkin, "The ABZs of Planning and Managing the Small PR Shop for Success." In addition, using an expanding file to become better organized is briefly discussed by Emily M. Burdis in "Tickle Your Memory." Job descriptions are presented for the public information director, publications specialist, and public relations director for different types of schools. Objectives for the PR office and publications and publicity offices of two colleges are specified, along with the public relations priorities for a university, and a community college's management-by-objectives plan. Policies and guidelines cover media relations, handling a crisis, publications and publicity, printing, and surveys. Materials that are used by 14 schools for collecting/transmitting information are also provided, including forms for requesting information and services, student and faculty information sheets, student/alumni surveys, news releases, and printing specifications. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED257333

How to Make Big Improvements in the Small PR Shop

Compiled by R. Keith Moore
Revised by Susan Hunt

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

CASE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE018 361

© 1979, 1985 by the Council for Advancement and Support of Education
Suite 400, 11 Dupont Circle, Washington, DC 20036
ISBN 0-89964-234-9

CONTENTS

Introduction

Section 1 METHODS THAT WORK

The ABZs of Planning and Managing the Small PR Shop for Success 2
James G. Lubetkin

Tickle Your Memory 14
Emily M. Burdis

Section 2 ORGANIZING FOR EFFECTIVENESS

Job Descriptions 16

Director of Public Information 17
Rockhurst College

Publications Specialist 19
Rockhurst College

College Relations Office 21
Central College

Director of Public Information 23
Small College

Director of Public Relations 25
Women's College

Director of Public Information 27
Community College

Director of Publications and Public Information 29
Independent School

Objectives and Priorities 31

Publications and Publicity Office Objectives 32
Western Maryland College

Public Relations Objectives 33
Gardner-Webb College

Management-by-Objectives Plan 36
Community College

Tasks to Achieve Public Information Office Objectives 40
Church-related College

	Public Relations Priorities University	42
Section 3	ESTABLISHING CONTROL THROUGH POLICIES AND GUIDELINES	
	Media Relations Policy Meredith College	49
	Handling a Crisis Marist College	52
	Guidelines to Publications Mary Baldwin College	54
	Policy for All College Printing Roberts Wesleyan College	57
	Publications The Dickinson School of Law	59
	Promotion The Dickinson School of Law	61
	Publicity The Dickinson School of Law	63
	Surveys The Dickinson School of Law	65
Section 4	THE ROUTINE JOBS	
	Collecting Information	68
	Request for Promotional Services Schenectady County Community College	71
	Request for Public Information Services The College of St. Catherine	73
	Public Events Calendar Request for Inclusion The College of St. Catherine	74
	Here's News Gardner-Webb College	75
	Request for Information for Alumni Magazine Hollins College	77

Request for Information for Weekly Newsletter 79
Schenectady County Community College

Publicity Packet 80
Southwestern Adventist College

Student Information Card 81
Meredith College

Sports Publicity Information 83
Juniata College

Faculty Biographical Information 84
Schreiner College

Resource Directories Information Request 85
Western Maryland College

Publication Planning Guide 86
Mary Baldwin College

Publication Request 88
Roberts Wesleyan College

Communication Office Information for Juniors 89
The Dickinson School of Law

Communication Office Information for Seniors 90
The Dickinson School of Law

Alumni Records Information 92
The Dickinson School of Law

Communication Office Information for Faculty/Staff 93
The Dickinson School of Law

1984 Junior Class Survey 95
The Dickinson School of Law

Senior Survey 99
The Dickinson School of Law

Reunion Alumni Survey/1984 101
The Dickinson School of Law

Transcribing Information 102

News Media Directory 103
The Dickinson School of Law

Student Hometown News Release 104
Meredith College

Job Progress Memo 105
Gardner-Webb College

Publications Production Schedule 106
Rockhurst College

Printing Specifications 107
The Dickinson School of Law

Public Information Report 108
Rockhurst College

Coordination of Mailing 109
Centenary College of Louisiana

Internal Forms for Organization 110

Speakers Bureau Internal Worksheet 111
Western Maryland College

Printing Specifications Sheet 112
Rockhurst College

Situation Report 113
Rockhurst College

News Release Information 114
Mary Holmes College

Acknowledgements 115

Introduction

Surviving in a small public relations shop isn't always easy. Most small shops have one big problem -- too much to do and too little to do it with. We hope this publication will provide some help. We've revised and expanded it to bring you more examples of what your colleagues on other campuses are doing and to include more commentary on these examples. We've also added a new section, "Methods that Work," which contains two new articles. "The ABZs of Planning and Managing the Small PR Shop for Success" by James Lubetkin gives you 26 valuable tips on how to cope by using your own time better as well as that of your assistants and volunteers. "Tickle Your Memory" by Emily Burdis explains how using a tickle file can help you get organized.

In the small shop a definition of what you should be doing with your limited time is essential. For this reason you need a proper understanding of your duties and the procedural policies under which you must operate. Trying to function without this understanding is like trying to repair a broken television without a schematic diagram. It's almost impossible.

And not only must you have this understanding, but those above, across, and below you on the administrative ladder should share it. For this to happen, the understanding should be written and should consist of: (1) a job description for the public relations director; (2) a list of long- and short-range PR objectives; and (3) a policy for centralized control of media contacts and of publications. Sections 2 and 3 give samples of these. These documents and the support of the president of the institution are essential to the success of the small PR shop.

The job description limits the PR director's duties to those matters that the institution can afford for him or her to undertake. It spells out the restrictions and responsibilities of the job. The list of long- and short-range PR objectives assures that a unified concept is shared by both the director and top management as to what the office is to accomplish. A list of priorities provides a guide as to what is most important in meeting the objectives.

Publishing a policy for centralized control of contacts with press, radio, and television representatives guarantees that the public relations executive is the primary source of information about the institution. This prevents other members of the campus community from sending out misinformed and sometimes conflicting messages to the press, and it eliminates many of those misunderstandings that frequently jeopardize the institution's credibility.

It is also important that the publications produced by an institution be consistent in quality and content, and this is best achieved when all publications are handled through one office and when policies and procedures are clearly understood by faculty, administration, and staff. Many institutions produce and circulate publication guidelines that explain every step of the publication process from identifying communication goals to distributing the printed piece.

Surviving in a small PR shop also requires the mechanizing of as many jobs as possible, and this means forms. You can use simple forms for many aspects of your work, and they not only save time but also prevent confusion, cut down on mistakes, and, in general, contribute to smooth relations with the people you

deal with. Section 4 contains 31 forms from 15 institutions, including student and faculty information forms, hometown releases, printing specifications, and many others.

We hope these samples provide some guidance whether you are just beginning to set up a campus relations office or are a veteran professional who has not yet completed the repertoire of policy guidelines and routine job forms. We thank the men and women listed on the last two pages who generously contributed to this project. They have added valuable insights into the art of surviving -- and thriving -- in the small PR shop.

R. Keith Moore
Vice President for University Relations
Carnegie-Mellon University
(Formerly Director of Educational Communications
Virginia Polytechnic Institute and State University
and Director of Publications and Publicity
Western Maryland University)

Susan Hunt, Project Editor
CASE

Section 1

Methods that Work

THE ABZs OF PLANNING AND MANAGING THE SMALL PR SHOP FOR SUCCESS

James G. Lubetkin*

Besides the number of people employed and the dollars available, there are two basic differences between a small shop (one to four people) and a large one (five or more). The head of a small shop is more of a "doer," the head of a large shop more of a manager. In the small shop you roll up your sleeves and do more of the day-to-day work: interview faculty, write releases and publications, cover events, take pictures; you're a jack-of-all trades. At the same time, you establish priorities, direct a small staff, and function as public relations counsel for your institution. Conversely, the head of a large office must spend more time managing and less time with the nitty-gritty. That's the first difference.

The second difference is that small shops usually are found at smaller institutions. This means they have less hard news with which to work. The reason? Smaller schools (primarily undergraduate colleges) normally don't have superstar faculty or produce headline-grabbing studies found at the larger, research-oriented universities.

Other than these two factors, the major differences are those of size and scale rather than quality. A small shop can be managed well, turn out superb work, receive recognition, and be a rewarding place to work.

Most principles of good management apply to both the large and the small shop: set specific objectives, establish priorities to meet those objectives, and, finally, organize your time to accomplish what you've set out to do. Learn to say "no" when appropriate. Aim for quality in everything you do while preserving your sanity, your humor, and your integrity.

Here are 26 ways, from A to Z, to help you achieve success in running your small PR shop. Good luck!

A Altruism. Put people's altruism -- their unselfish concern for the welfare of others -- to good use. Turn them into volunteers. Volunteers can be of any type, but the best usually are professionals, and alumni professionals can be especially useful. One of the most effective uses of alumni volunteers is as members of communications advisory committees to work on media relations in general or on specific media campaigns. It may take a while to identify the volunteers, but once you find interested alumni who are knowledgeable in their field, they can be invaluable. Their expertise and

---

*James G. Lubetkin served as director of college relations at Oberlin College from 1971 to 1984. He is now senior account executive at the Cleveland, Ohio, public relations firm of Edward Howard & Co., where he specializes in college and university counseling. This chapter is adapted from a presentation he made at a 1981 CASE workshop.

contacts in the real world can be lifesavers. Two caveats: no matter how good your volunteers may be, the buck stops on your desk; don't let their enthusiasm (or inertia) cause you to lose control of a project. And second, don't create a committee if you're not going to give serious consideration to its recommendations -- that's a guaranteed way to turn people off.

B Barnacles. David Ogilvy, one of advertising's true geniuses, wrote a pamphlet titled Principles of Management. In it he says: "To keep your ship moving through the water at maximum efficiency, you have to keep scraping the barnacles off its bottom. It is rare for a department head to recommend the abolition of a job, or even the elimination of [someone]; the pressure from below is always for adding. If the initiative for barnacle-scraping does not come from management, the barnacles will never be scraped." Don't be afraid to scrape barnacles. Don't be afraid to get rid of deadwood. Regularly evaluate what you're doing, and if it can be scraped off -- eliminated -- do it! Your ship will run faster, more efficiently. And you'll feel better for having done it.

C Consultants. You might be surprised to learn that most colleges and universities use consultants in the area of external affairs. At Oberlin, we used consultants to review our publications, do market analyses for admissions, study our news operations, do general public relations counseling, and support fund-raising campaigns. These people invariably made suggestions of value. But consultants are not gods, and the two most common criticisms are: They tell you things you already know, and their recommendations are unrealistic based on your resources. A good consultant should bring expertise to areas in which you are weak, bring new insights to old problems (a cliché but true), and over time bring greater strength to your operations. How do you find a consultant? The CASE directory lists many in the "Subscriber" section. You might also call around to other colleges for some ideas.

D Discriminate, divide, and delegate. You cannot do everything people would like you to do. Even if there were enough hours in the day, it would be a superhuman task. Learn to discriminate between essentials and nonessentials, the work that you can reasonably be expected to do and the work that others should do. Then act accordingly.

Evaluate requests based on criteria that seem most appropriate for your institution. In some cases the following three are good criteria: (1) Will it raise money? (2) Will it recruit students? (3) Will it foster an environment in which either of the above can happen?

Having discriminated between what you should or should not be involved in, divide the work you keep among your various resources. In some cases, you or someone in your office might be the resource; in other cases, it may be appropriate to use free-lancers. (The best small college PR shops use free-lance people. Free-lancers frequently are the fastest, best, and most cost-efficient way to get a job done.) Finally, don't be afraid to delegate some of the work

to others outside your office -- someone in the admissions office could do an admissions publication, for example, or a fund raiser could do a fund-raising publication.

E Equipment. You can improve your office's efficiency and productivity by getting the equipment that best suits your needs. Proper equipment more than pays for itself in a short period of time. Items such as word processors, self-correcting typewriters, dictation equipment, machines that electronically copy stencils, and good copy center equipment are not only useful but often essential.

F Faculty. Faculty often are your best story resource. How do you get stories out of faculty? There are a number of shortcuts. Periodically, compile lists of faculty members going on leave or on sabbatical, who have summer projects or who have received funding for work on campus. Each of these people has the potential for a story; of course, not all will pan out.

Many institutions put out media resource directories listing members of their faculty who are experts in specific areas. (See p. 103 for an example.) These directories are used both on-campus by the news director and off-campus by media to plug faculty into stories currently in the news. Oberlin publishes an annual booklet, Publications, Performances and Presentations, which lists all of the professionally-related work done by the faculty. The booklet is very helpful in further identifying faculty interests and expertise. Faculty can also be persuaded to write short articles for op-ed pages, and can be used as guests on talk shows. None of this information may be new to you; however, it's useful to remind ourselves how we may best use our faculty. One cautionary note: as one of my colleagues at another institution once said, "Learn to translate from English to English." When you receive material written in academese, make sure that the layperson can understand it. It won't take you long to change a few words from academic obfuscation and circumlocutory jargon (gobbledygook) to good old American English.

G Generalist. Accept the fact that you are a generalist; in a small shop, you cannot afford to be a specialist. Don't fall into the trap of doing only one type of release or one type of job because you do it best or it's easiest. As an example, at Oberlin it's easy to publicize the highly-regarded Conservatory of Music. What goes on at the Conservatory lends itself quite easily to news coverage but that's only 20 percent of the campus population. What is much more difficult is to pull out stories that affect the other 80 percent -- the sciences, the social sciences, and the humanities -- so that a broader and more accurate picture of the college is given. We must remain generalists, seeking stories in a variety of fields; we cannot afford to become specialists at the expense of our broader goals.

H Helpful. Being helpful to others is not only a common-sense approach to

public relations but an essential element to a successful professional relationship with the media. If you don't know the answer to a question, don't be afraid to say, "I don't know but I'll find out for you." Then do it. Promptly. Promptness and accuracy will build a rapport between you and the media. If being helpful feels burdensome to you, simply remember that's the reason you're there in the first place. Being helpful means not only going out of your way to provide information but following two rules that I have found essential: Never knowingly mislead the media and never knowingly misrepresent the facts. Once you transgress, your credibility will be ruined -- an enormous price to pay.

Being helpful also applies to your relationship with your staff. Be helpful to them by being clear in your expectations and standards and by providing feedback. Try to improve the morale by letting them know you appreciate the work they are doing. Do you give feedback? Do you get it? You can't always ensure that you get feedback, but you can be sure that you give it to the people who work with you. It's your best way and their best way of working together.

I Ideas. There is no sure-fire way to come up with ideas for good stories. I made some suggestions in the section on "Faculty" above. Other ideas will come to you from reading student newspapers and talking to people. Some of your ideas are going to work, many of them won't. Don't be discouraged. Ted Williams was the greatest hitter in baseball I ever saw, yet he made an out six or seven times for every 10 at bat. If we do as well in generating successful, marketable ideas, we'll be doing pretty well.

J Job descriptions. Job descriptions are as important in small offices as they are in large ones. In small offices we often find ourselves doing 30 little things instead of the half-dozen major projects that are most important. We get distracted. We end up doing low priority jobs or jobs that belong elsewhere. Have a job description for each person in the office. Review it periodically against the work that's being done. Job descriptions alone won't solve the problem of workloads and priorities but they are useful tools in managing your office. (See Section 2 for some examples.)

K Knowledge. The best people that I've known in any job, whether public relations professionals or heads of a major corporation, are those most knowledgeable about every aspect related to their jobs. Be knowledgeable about the media and what they want. Watch TV. Read newspapers and magazines. Know your institution. Know who's who among faculty, students, and the administration; cultivate as many news sources as possible among them. You cannot know too much. Learn and keep learning; educate yourself about a million and one things. Although you must remain a generalist, try to become a specialist in those things that really excite you. As Kingman Brewster once said, "It is possible for someone to be overtrained for a job, but it is impossible to be overeducated." You can never know too much about your institution, and one of the nice things about working at a small college is that you have an opportunity to get a grasp of both the forest and the trees that comprise it.

L Less. Less is more. You can get better results in terms of features and overall coverage by sending out fewer press releases of the traditional variety. You'll get better results and you will also save time and money. How do you do this? The best advice I've had, from both large shops and small, is to use a "tip sheet." The tip sheet contains a group of story ideas, each one in outline or paragraph form. It is sent to people in the media so that they can develop their own stories.

You still do the basic research on a story but you don't write detailed releases, many of which would end in the circular file anyway. For example, if you have a faculty member who is an expert on headaches and their causes and a student who is doing research on voter turnout in your county, write up a single succinct and interesting paragraph on each of these two projects, enough to indicate the potential for a story. Then send them with a covering note to a number of media sources. In most cases, wire services, major newspapers, and even local newspapers prefer to have their own reporters write the story. The tip sheet gives them something to work from. A letter can work as well as a tip sheet; like the tip sheet, the letter outlines a number of story possibilities.

Another device can replace as many as a dozen routine releases. It is a two- to four-week calendar listing of upcoming activities on campus, with a sentence or two about each. There's no need to do individual releases because the calendar gives the basic information. If there's a particularly interesting event, circle it in red. And don't worry -- if reporters or editors want more information, they'll get back to you.

M Multiple uses. How do you gauge whether or not to pursue a story? One of the best guidelines I've heard comes from Carleton College where they give priority to news stories that have multiple uses. They look for a story that can be used at least three times -- not only in newspapers but in the alumni publication, on TV or radio, or as development piece or a magazine feature. Brochures, too, often have multiple uses; they might be used by the admissions and alumni offices and for fund raising, for example. Another "multiple" idea: if you want to increase the chances of a TV crew visiting your campus, suggest two stories they could shoot in one day. This not only gives you two opportunities to get on TV but it ingratiates you with the TV station by cutting their production costs (they shoot two stories for the price of one). This is particularly true if your campus is located out in the boondocks where travel time adds to production costs.

N No! Learn to say "no." Politely but without guilt. How many times has someone come in asking for help on a publication or money for an event because "it'll be good PR for the college"? Usually you are able to say you don't have the money; then you start feeling guilty so you devote your time instead. But time is money. As Carl Sandburg said, "Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be

careful lest you let others spend it for you." If you get involved in projects of marginal value, you're lost. Be discriminating. Set your priorities. Learn to say no. If you do it tactfully and explain why, you won't offend people. Learning to say no at the right time is as important a management skill as you'll ever learn.

O Objectives. To professionally manage any office regardless of size, you must be clear about your objectives. The whole concept of MBO (Management by Objectives) is based on understanding your office's objectives and working to achieve them. How often do we get caught up in the minutiae of our jobs, losing sight of what we really should be doing? Too often, I fear. Your objectives -- your goals -- should be in written form. I cannot overemphasize this. (See Section 2 for some examples.) A clear understanding of objectives is as important to successful management as a good outline is to a report; once you have the outline on paper, it gives direction to everything you say. Written objectives can do the same thing for the activities of your office. Your office's objectives, like everything else in your shop, should be reviewed periodically. That doesn't necessarily mean your objectives will change; it does mean, however, that you'll remind yourself of the direction in which you are headed and revise those objectives to meet new realities.

P Priorities. Priorities are those areas of work that are most important to your goals and objectives. What work takes priority? There may be different levels of priorities at different times. Certainly deadlines must be met, the demands of the administration must be complied with, media requests must be satisfied. My own feeling is that we sometimes get our priorities confused and spend too much time doing the small, seemingly "necessary" jobs that ultimately have little value, while neglecting the more important cosmic stories that would have a greater payoff for the institution. One priority that you might have is learning to leapfrog problems, anticipating them rather than being a firefighter and reacting all the time. Good planning and a sense of what your objectives are and how to accomplish them can help you spend time on the true priority items.

Q Quality. Should you strive for quality or quantity? It's an age-old dilemma. Quality should predominate; it is the skill of the artist and not the size of the brush that is important. A small shop can turn out superb work when good people do a creative and efficient job. Of course, sometimes you need quantity -- you must send out hometowns; there are certain events that demand releases. But often, working on a single important story for one or two days means more to the institution than a day filled with a large number of event-oriented or routine releases. And often quantity can be counter-productive. Overkill -- sending out many unimportant releases to an unreceptive editor -- is a sure way to have the important releases passed over. You've heard it before but it bears repeating: don't send out day-to-day releases to education editors at major newspapers; don't send out releases that you know are not going to be read. You decrease your credibility and the possibility of getting your foot in the door in the future. For the major

media, quality is far more important than quantity. If you don't have anything to say of significance, don't bother them.

R Resourceful. Being resourceful can stretch your budget. The following are a number of tips that may help you get more for your dollars.

* Don't add to your permanent staff. Hire students and free-lancers instead.

* Shop around for the best price on publications, services, or whatever else you need. Oberlin uses a number of different printers for its work. There is a good relationship with each one, but they all know about the others. This produces better prices and better service.

* Divide your work between on-campus and off-campus audiences. Don't spend your big bucks for publications used primarily on-campus. Save your expertise, your efforts, and your dollars for your important off-campus constituents. The rule of thumb at Oberlin is that for publications destined for on-campus distribution, the modest, on-campus printing facility is used; it's functional and inexpensive. Virtually everything for off-campus usage is printed off-campus; it's higher quality and more expensive but justifiable because of the audience.

* Reduce the amount of time spent for on-campus publicity. The PR shop at Oberlin does not do internal publicity except for a weekly events calendar. Any department that brings in an outside lecturer is expected to do on-campus publicity. It saves time and money for the more important external PR.

* One southern university saves on its printing costs by having all of its printing done at the local state corrections facility. The quality is good and the price is low.

* The following is from an Ann Landers column. Every time you think you can justify a new expenditure, first say to yourself: "Use it up, wear it out, make do, do without." Believe me, it works!

* Revise an old printed piece rather than creating a new one. Revisions generally are substantially less costly and time-consuming than starting from scratch. For example, don't redo a successful admissions piece just because people on campus are tired of seeing the same old brochure. Remember that it's a brand-new piece to the high school student it's planned for. As long as the information is current and accurate, try to live with a printed piece as long as possible. We stayed with a successful admissions piece for a decade by updating copy and photographs annually. It can be done.

* Use forms whenever possible. Using standard forms for news stories, faculty folders, and dozens of other applications saves time and money and increases accuracy significantly. (See Section 4 for examples.)

* Coordinate travel. Alumni, admissions, development, and public relations

people often can combine trips. If you know what the other offices are doing and they know what you're doing, you can all save on your travel budgets; someone from admissions can make a call on a newspaper in a far-off city, for example, and you in turn can do something for the development office the next time you travel.

* Reduce printing costs by doing either gang printing (printing two or more publications simultaneously) or by printing a supply that will last you for more than a year. The latter applies especially in two-color or three-color jobs where overprinting is often possible. One institution prints three years worth of commencement program covers because they have a special embossed cover with a second color. At Oberlin, for a special summer program, we printed five years worth of four-color posters, each year overprinting at the bottom the specifics (dates and principal performers).

* Reduce mailing costs to alumni by periodically mailing postcards to nongraduates who have shown no interest in recent years, asking if they want to remain on your mailing list. This will cut costs in the long run.

* Be on the lookout for freebies and handouts, especially from local corporations. You'll be surprised at your ability to get used office equipment, darkroom paraphernalia, and other goodies at little or no cost.

* Reduce unnecessary work by periodically reviewing what you are doing. Look at mailing lists and cut them down. Call newspapers and ask them how you can improve your releases; you may think you know what they like but unless you get feedback from them, you can't be sure. Do this on a regular basis. It not only reduces costs in the long run, but it increases effectiveness and establishes better, more professional relationships with the media.

* Look into the possibility of computerizing hometown news releases. If there's a computer or word processor on your campus, you have the capability. A computerized hometown permits you to personalize releases on the 300 new students or graduates, the 17 in the local opera production, the 46 who made Phi Beta Kappa, and so on. It saves time and money and increases dramatically the number of hometowns you can send out with a small staff.

* Want to get on radio? Cheap? For very little money (a tape recorder, a student who can edit, and a "patch") you can do radio actualities — 30-, 45-, and 60-second feeds to radio stations. Use visiting lecturers or faculty commenting on items in the news. Radio stations will use your feeds. They're easy to do and inexpensive.

S Students. In a small college PR shop, students can be your most valuable resource. In addition to being the source of many stories, they are excellent workers.

At Oberlin we used students as designers, photographers, writers, musicians, goodwill ambassadors, radio and TV talk show people -- the list is endless. There isn't a well-run PR shop that I know of that doesn't use students. Take the time to give them some training and you will never be dissatisfied. Remember the Chinese proverb: "Give a man a fish, and you feed him for a day; teach a man to fish, and you will feed him for a lifetime."

Teach students to write releases. Use style books if you want, with standard forms for stories. Start them out just filling in the blanks -- who, what, where, when, why, and how. As they get more skilled, they can do the longer news releases, and you will soon find them invaluable. Of course, not all students are superstars; weed out the ones that don't do a good job. The best were superb workers for me.

One major small college in New England has one professional supervising a cadre of 10 students who do everything from research to writing to typing to distribution of releases. Another institution hires one student intern full-time for a one-year appointment after graduation. The pay is low, but it provides an excellent entry-level job. Another college has almost 30 students involved. Three office assistants work on stories and do general office work; six students are part-time photographers; 12 students work on quarterly publications; eight do sports information. For their energy, enthusiasm, abilities, and access to news sources, students are great; don't overlook them.

T Time. Recently I had a chance to become familiar with the work of Alan Lakein, author of How to Get Control of Your Time and Your Life. Lakein differentiates between effectiveness and efficiency. Effectiveness means managing your time well to do the important things; efficiency means a lot gets done but not necessarily the critical work. Too often, Lakein says, we let time control our jobs and our lives when we should be controlling our time. He lists six steps to gain control:

1. List goals and establish priorities. First, list your goals and then rank them in order of priority, a, b, or c. Then put all the "a" priorities in order, a-1, a-2, and so on. Next, list the activities needed to achieve each goal. Do this with the "b" and "c" priorities.

2. Write a "to do" list. Update it daily. Give each item on the list a priority, a, b, or c.

3. Start with the "a's" on your list, not the "c's." Concentrate on the work that has the highest value to you. (Note: you may never get to the "c's" but sometimes a "c" will move up to "b" or even "a" priority.)

4. Every time you are about to undertake a task, ask yourself, "What is the best use of my time right now?" Work on the "a" priorities if you possibly can.

5. For paperwork and desk work, sort all your materials into "a," "b," or "c" priority work. Once you begin to work, handle each piece of paper only once. Don't pick up a piece of paper unless you can work on it; when you begin working on it, continue until you have finished.

6. Do it now. Get the work done instead of procrastinating. Even though things seem overwhelming, begin to work on at least part of a project, chipping away bit by bit. Procrastination is doubly negative; not only do you put off completing the work (which means you'll have to do it later anyway), but invariably it gives you a negative self-image.

In order to follow Lakein's procedures, I suggest you need to do two additional things: First, find a space for yourself, both a geographical space and a block of time when you will not be disturbed. Working quietly, in an undisturbed manner, you will find you will get two to three times the amount of work done you normally do. Second, consider closing your office to the general public until 10:00 every morning. During this time, you and your staff can work uninterrupted. People will get used to the different hours, you will not lose any "customers," and you will dramatically increase your office's productivity.

U

USP. David Ogilvy has characterized his approach to advertising as the search for a unique selling proposition (USP) for each of the products or corporations he represented. He researched each client until he found unique characteristics that he could emphasize in the advertising. The same holds true at our institutions, whether we're talking about the institution as a whole or an individual faculty member. Virtually every person or activity has a marketable story. Your job is to determine what makes someone or something unique.

V

Visit. Visit people and places. Have people visit you. Get out of your office and visit faculty members in their offices. Visit writers or TV producers on their own territory. Learn what they are doing. Make the necessary one-on-one contacts. Invite an education writer to visit your campus for two or three days in an unstructured manner with no particular story in mind; it will help establish a closer relationship between you and the medium that he or she represents. Visit other schools in person or by phone. Spend three or four days some summer, when things are quiet, visiting other institutions and finding out how they get their jobs done. I did that one summer and came away more knowledgeable about operations at other institutions and with a better feeling about the way we were doing things at Oberlin. Person-to-person contacts are invaluable, and visiting is the best way to make those contacts.

W

Workaholics. From time to time, all of us must put in those extra hours to get the job done; but to make a lifestyle of taking work home or staying late at the office day after day -- that, I am convinced, is a function of the individual and not the job. Either you are successful at sorting out what needs to be done and learning to say no, or you are not. If you are not, you may end up being a workaholic. But it is your choice. By the way, there is a certain negative aspect about working with workaholics: although they always complete their work, they often become bottlenecks in an otherwise smooth work flow.

Enough self-help books have been written over the last decade to make us all aware that we are responsible for our lives -- we can't blame the amount of work we have, or other discomforts, on other people. If there is too much to be done, then there are some reasonable steps we can take to control the flow of work. If you have trouble, don't quit but don't become a workaholic either. Just get some help on becoming better organized with your priorities. It's a problem that each of us faces from time to time.

X

Xenophobia. Xenophobia means fear or hatred not only of foreigners or strangers but also of what is strange or different. Don't become xenophobic. Let yourself grow in the job. Because we are generalists, we've got to be open and willing to learn new things. I have learned a number of new skills, not to mention a number of new subject areas, and I've learned them because I had to. In many cases, it was difficult. It's not necessarily unreasonable to be afraid of learning a new skill; but don't let that fear make you avoid new areas that are important to your job. Don't be afraid to try something different. The worst you can do is find out that you may be better off assigning it to a free-lance person. But you'll never know until you try.

What was my greatest fear? In 1971, when I moved from the business world to the academic, it was having to deal with students. I hadn't quite reached 30 but I wasn't sure if I could communicate with a different generation of people. Was my fear unreasonable? The fear wasn't as long as I didn't let it prevent me from trying. As it turned out, my fear was needless, and I've lived "happily ever after."

Y

Yourself. Large shop, small shop, public relations, hang gliding -- whatever you're interested in, make sure that you look after yourself and that your own needs are met. Try to grow, try to accept as a challenge something you've never done before. Set small goals and large ones for yourself, and see if you can meet them. Know what gives you satisfaction and aim for those things. In recent years, I've made a point of trying to do things I'd never done before. And each time I have valued the experience. It has convinced me that I have a much greater capacity for success than I had anticipated. Some of the goals I set were personal and some were professional. You will find that you get satisfaction out of both. One of the nice things about doing college public relations is that it often involves small and diverse projects with beginnings, middles, and ends. This enables us to get frequent satisfaction from completing a job well and seeing the end result. If we sometimes find that our jobs become overwhelming, there are ways we can try to deal with it. (For some good suggestions, see Art Ciervo's article, "How to Cope with Stress," in the April 1980 CURRENTS.)

Be enthusiastic about your work. Probably you are in a position where you love what you do and the people with whom you work. Your job and those people should give you a lot of satisfaction. Have confidence in what you are trying to achieve and have confidence in yourself. I know that many of us lack confidence from time to time because in our field we frequently came in through the

backdoor. How many of us were trained in both public relations and higher education? Very very few of us, probably. I believe that most of us learned through experience and through trial and error, and accordingly we sometimes lack the confidence we ought to have. Accept the fact that you are less than perfect, and you will do a better job.

Zenaty's Zinger. Jane Zenaty of Indiana University once said, "Put a flower on your desk and once a day look at it and consider the benefits you derive from being your own boss." It's a nice thought to leave you with. In a small shop we are our own boss, and if we are not the highest paid people in the world, I truly believe we can get particular satisfaction out of working for institutions that are fulfilling an essential function in our society. We're working for a long-term good. We're doing a job in which we can take pride. So put that flower on your desk. Feel good about what you're doing. Your work -- and that of your institution -- is important.

TICKLE YOUR MEMORY

Emily M. Burdis
Director of Public Information
Marist College

One of the greatest time-savers and memory aids available is an expanding file called a "tickle file." You can buy an expanding (or accordion) file in any stationery store, in letter or legal size. The files have 31 compartments, numbered from 1 to 31 for each day of the month.

I file all of the projects and assignments that I need to do for the coming month in the appropriate compartment, usually a day or two before the project is due, so that I can budget my time to get the project done on that due date.

Every morning I remove the contents for that date from my tickle file and prioritize the jobs I must complete that day. Some jobs are not pressing and can go back into the file for consideration in a few days. Other jobs require my immediate attention. But the important thing is that no job is ever overlooked or forgotten; once it is entered into the tickle file, it doesn't come out until I have attended to it.

Another handy tip: if there are policies and practices that you need to remind yourself of, place them in the first compartment of the file. In this way, you will reread the material at least once a month. Continue to keep it in your tickle file until it becomes part of your working memory.

I place everything in my file -- telephone calls that I need to return or am waiting to be returned; correspondence that I'm expecting a response to, or need to respond to in the future; projects that are in the works; block schedules for advertising; reading assignments; and jobs that I have delegated to others and their completion dates.

Your tickle file, if kept assiduously, can also help your staff if they need to cover for you unexpectedly. They can look in your file and know immediately what projects you were planning to do that day and their deadlines.

A tickle file is absolutely essential for those of us in the small shop who handle many projects simultaneously and must juggle countless details.

Section 2

Organizing for Effectiveness

Job descriptions

Probably only a few people would be able, if asked, to describe the native environment and eating habits of the Myrmecophaga tridactyla (commonly known as the giant anteater). And when you ask for a job description for an institution's director of public relations or a list of the department's objectives, it is almost as if you were inquiring about the anteater. Relatively few institutions produce written job descriptions and even fewer have lists of PR objectives that the PR director and the top administration have jointly compiled. PR directors themselves are often reluctant to produce a job description for fear that someone might think it was accurate. "My written job description has no relationship to my actual duties" is a typical comment.

The titles on job descriptions vary widely. There are public relations directors, public information directors, publicity coordinators, assistants for public information, and so on. Some have two titles such as "public information officer and director of alumni affairs" or "director of public relations and institutional publications."

This section includes a job description for Rockhurst College's director of public information and her assistant, a publications specialist. Central College uses a two-page outline that defines the responsibilities of the college relations department and provides brief job descriptions of the director and his five-person staff. The four job descriptions that follow have been used for a small college, a women's college, a community college, and an independent school.

DIRECTOR OF PUBLIC INFORMATION

Rockhurst College (Kansas City, MO)

Position Objectives

1. To manage the office of public information in order to generate broad coverage of the College, locally and within primary market areas.

2. To evaluate the quality and scope of coverage to ensure that it is consistent with the image the College wants to project, and to measure its effectiveness in achieving marketing goals.

3. To work with other departments within the College to provide creative, high quality news, printing and advertising services and to manage the college-wide printing and advertising budgets.

4. To promote the College's image through public relations activities.

Position Responsibilities

1. Direct the planning and implementation of promotional activities.

   A. Work closely with faculty and administrators to generate news and feature stories for placement with appropriate media.

   B. Maintain close contact with media representatives to facilitate placement of items.

   C. Write, edit, and distribute news releases.

2. Supervise the production of printed materials.

   A. Work with all departments to produce printed materials for distribution to external audiences, maintaining consistency and high quality in appearance, content, and style.

   B. Aid departments in development of printing budgets; manage expenditures to keep them within budgeted levels.

3. Direct and supervise the creative production and placement of college advertising.

   A. Advise departments of the most cost-effective methods of advertising.

   B. Develop and place advertisements, maintaining consistency and high quality.

   C. Aid departments in development of advertising budgets; manage expenditures to keep within budgeted levels.

4. Provide public relations support in areas other than direct publicity.

   A. Represent the College within the local community.

   B. Provide guidance and assistance in the planning and execution of special events.

   C. Generate ideas by which the College can promote its image in the community other than through direct publicity; execute ideas in cooperation with the director of development.

5. Manage the public information office staff; develop annual public information budget and reports.

Reports to: Director of Development

Supervises: Publications Specialist, secretary, interns, and part-time students

PUBLICATIONS SPECIALIST

Rockhurst College (Kansas City, MO)

Position Objectives:

1. To contribute to the overall visibility and community acceptance of Rockhurst College.

2. To design and produce college publications.

3. To support and assist in other public information activities.

Position Responsibilities:

A. Plans, schedules, and produces outside publications for other college departments.

   1. Develops and maintains relationships with off-campus printers to obtain quality services within budget.

   2. Provides design and layout services as required.

   3. Provides guidance in selection of type, paper, and photographic supplies.

   4. Edits copy to meet style standards and to make piece more marketable.

   5. Obtains bids as required.

   6. Follows through with printers to meet deadlines and insure delivery.

B. Produces departmental publications such as Rockhurst Report and Alumnus.

   1. Schedules production and distribution.

   2. Solicits stories, drafts and edits copy.

   3. Does layout and proofreading, working with printers to meet deadlines.

   4. Provides layout and production assistance for college advertising.

C. Coordinates photography needs of the college for events and publications.

   1. Determines photographic needs and meets them through in-house photography, use of professional photographers, or use of file photos.

   2. Maintains photographic files, updating and replacing items as required.

   3. Keeps photographic supplies and equipment in stock and in good repair.

   4. Arranges for processing of film.

5. Maintains listing of professional photographers and rates.

D. Performs administrative tasks as required.

1. Maintains publication scrapbooks and photographic files.

2. Prepares requisitions and other records as required.

3. Compiles summary data for reports and budget requests.

E. Supports activities and goals of the public information office, providing assistance in all areas as required.

Organizational Linkages:

Reports to: Director of Public Information

Supervises: Student assistants or interns as assigned

Committees, ex officio: None

COLLEGE RELATIONS OFFICE

Central College (McPherson, KS)

Responsibilities

I. Publications

1. Bulletin
2. Annual report and Honor Roll of Donors
3. Catalog (design and pictures)
4. Development support
5. Others as assigned

II. Media Relations: Press releases and publicity

III. Campus Photography

1. College picture files
2. Picture assignments

IV. Sports Information

1. Game stories
2. Game programs
3. Player features and hometown releases

V. Alumni Relations

1. Special events: Parents' Weekend, Homecoming, Commencement
2. Parents' Committee
3. Alumni board
4. Research

VI. Church Relations

1. School-year share teams
2. Living Faith
3. Feeder system
4. Choir, band, and chorale tours

VII. Area Dinner Program: Scheduling and slide show

Job Descriptions

Director of College Relations

1. Reports to the Vice President
2. Manages CR office and budget
3. Supervises publications
4. Serves as college's press secretary
5. Coordinates sports information
6. Coordinates campus photography
7. Coordinates church relations

8. Supervises alumni relations
9. Supervises area dinner program

Alumni Director

1. CR's second-in-command
2. Coordinates Parents' Committee
3. Coordinates alumni board activities
4. Coordinates alumni research

Administrative Assistant

1. Serves as office receptionist
2. Does tasks for College Relations Director and Alumni Director
3. Does scheduling: share teams, performing groups, area dinners
4. Maintains budget records

Public Relations Assistant

1. Maintains picture and slide files
2. Writes press releases
3. Does other tasks as assigned

Sports Information Assistant: Works under the supervision of College Relations Director (does game stories, player features, etc.)

Share Team Maintenance Assistant

1. Serves as maintenance person/trouble-shooter for share teams
2. Maintains share team supplies, equipment
3. Sets up sound equipment for campus events and activities

DIRECTOR OF PUBLIC INFORMATION

(Small College)

Responsible for establishing and maintaining policy on media relations to reflect in a positive and creative way an outstanding image of the college.

Reports to the Director of Development

I. Directly supervises and assisted by one full-time secretary and two part-time student assistants

II. Responsible for design concepts, layout, graphics, photography for:

A. Annual Publications

1. Admissions: Viewbook, brochures, recruiting poster, direct mail piece

2. Academic: Catalog, summer sessions, weekend college, Center for Continuing Education and Community Services, interim brochures

3. Development: Brochures for federal and state funding programs, brochures for fund raising, alumni journal, community newsletters

B. Printing Projects

1. Special programs: Convocation and Commencement -- programs and honorary degree citations, class day, investiture, concert choir, trustees programs

2. Invitations, letterhead, envelopes, business cards, offset letters, forms

III. Advertising

A. Directory advertising for admissions
B. Tabloid/supplemental/special education advertising
C. General recruiting: tabloid advertising, non-local
D. Program advertising
E. Local radio spots
F. Promotional audiovisual presentation to be used for admissions, alumni regional clubs

IV. Dissemination of information: Clearinghouse for internal and external communications, local and national news releases

V. Photography

VI. Upgrade files

VII. Plan and initiate programs in public relations, e.g. Speakers Bureau

VIII. Fiscal preparation of the budget

IX. With prior notice, any additional priority projects that arise that are not included in above and are deemed to be essential to the welfare of the college

DIRECTOR OF PUBLIC RELATIONS

(Women's College)

Basic Function:

The Director of Public Relations will be responsible for the creation, implementation, and coordination of a comprehensive public relations program for a four-year, independent women's college with an emphasis on the liberal arts and humanities.

The director will design a program to interpret the college to its local and national publics, to increase and maintain its visibility with potential students and donors, and to develop and promote an understanding for its programs, activities, and policies. The director will be expected to develop and gain consensus within the college for an integrated long-range public relations program that will achieve these objectives and that is amenable to annual evaluation. The director will report to the vice president for development and college relations. Major responsibilities will include:

1. **Media Relations:**

   * Handling all media-related inquiries;

   * Identifying media best suited to achieve the public relations program's objectives;

   * Identifying, cultivating, and providing a liaison with appropriate media personnel;

   * Meeting regularly with faculty, administrators, and student leaders to identify, promote, and develop newsworthy activities and personnel best suited to the achievement of the public relations program's objectives.

2. **Marketing:**

   * Identifying local and national markets of particular significance to the offices of admissions, development, alumnae, and student affairs;

   * Working in conjunction with the director of publications, developing a strategy to integrate college publications with all aspects of the public relations program.

3. **Media Promotion of Public Events:**

   * Working in conjunction with senior administrative staff, evaluating current and newly created public events as they relate to the fulfillment of the objectives of the public relations program;

   * Promoting and, in some cases, overseeing the college's public events, including, but not necessarily limited to, those for admissions, development, student affairs, alumnae and parent relations, faculty and visiting lecturers, and cultural events.

4. Other:

* Developing and maintaining a public relations program budget including evaluation of cost effectiveness of all public relations program elements;

* Composing correspondence announcing public events, invitations, and related materials for the president and vice president;

* Participating in committees pertaining to public events and public relations as assigned by the vice president;

* Performing various special projects and assignments as requested by the vice president.

Qualifications:

Applicants should possess a B.A. degree and have had at least five years in positions of increasing responsibility in public relations or related activities. Administrative experience is desirable, as is a sensitivity to the issues of women's education. Experience in higher education and some knowledge of the goals of a liberal arts college are strongly preferred. Successful candidates will have demonstrable skills in media relations; possess established media contacts; be imaginative publicists and good writers; be capable of organizing and administering an effective external information delivery system; and possess the personal skills necessary to work effectively with a range of administrators, faculty, and students within a collegiate environment.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The college is an Equal Opportunity Employer and does not discriminate on the basis of race, color, creed, place of national origin, sex, age or physical handicap in its employment practices and in the admission of students to educational programs and activities, in accordance with the requirements of Title IX of the Education Amendments of 1972 and other applicable laws.

DIRECTOR OF PUBLIC INFORMATION

(Community College)

I. Narrative Description

The Director of Public Information reports directly to the President and is responsible for coordinating, managing, and implementing an external and internal public relations and public information program.

II. Functional Responsibilities

A. External Programs

1. Acts as a media contact person and maintains positive, ongoing relations with the press, radio, and TV.
2. Initiates, writes, and/or edits material for news releases.
3. Coordinates the activities of the College Speakers Bureau.
4. Develops a comprehensive public information program utilizing all available media and other distribution channels with budgetary limitations.
5. Arranges press luncheons/news conferences and other special programs.
6. Represents the President and the college at public events, ceremonies, or functions as directed by the President.
7. Maintains and keeps current a comprehensive computer mailing list system with the college Computer Center.
8. Serves as publicity manager for the college foundation and its theater.
9. Coordinates the college's overall student recruitment efforts and acts as college liaison with the county high schools.

B. Internal Programs

1. Writes and/or edits the weekly staff newsletter.
2. Maintains historical records of news releases, press clippings, radio scripts, advertising requests, etc.
3. Maintains a personality file, media contact file, and photography file as they pertain to public information.
4. Coordinates and writes, where applicable, promotional and/or institutional advertising on behalf of the public information office.
5. Formulates and administers the budget for the public information office.
6. Is responsible for administering established personnel policies as they relate to personnel under his/her supervision.
7. Is responsible for writing, editing, and/or coordinating the efforts required to publish:

a. College catalog
b. General information booklet
c. Annual report
d. Registration brochures
e. All-county newsletters
f. Speakers bureau materials
g. Publications necessary to launch a new program
h. All other major college publications.

8. Oversees and coordinates the communications program of the college alumni organization.
9. Performs additional duties as requested by the President.

III. Consulting Tasks: Consults with administrative management of all levels, faculty, and staff to coordinate promotional efforts for new or special programs and to develop broad public relations practices.

IV. Qualifications: A bachelor's degree in communications, journalism, or other closely-related field is necessary. The ability to write well and deal effectively with other persons is mandatory. Two to three years of proven writing experience in the media, education, or industry is also necessary. A basic understanding of graphic arts principles is helpful.

DIRECTOR OF PUBLICATIONS AND PUBLIC INFORMATION

(Independent School)

Basic Function

The Director of Publications and Public Information reports to the Assistant to the School Head concerning all matters relating to school publications, public information, and public and community relations. The Director of Publications also works closely with the School Head and the Assistant to the School Head to refine and coordinate school policy in these matters.

Specific Duties and Responsibilities

A. News Coverage

1. To write and produce news releases for newspapers and student hometown papers.
2. To write and produce feature stories for appropriate newspapers.
3. To write and record or otherwise air radio coverage of news about the school.
4. To develop cordial relations with the local and regional news media including newspapers, radio, and television personnel.
5. To be alert for news opportunities with potential national interest.
6. To supervise all students writing news articles for publication.

B. Editing of Publications

1. To edit and oversee the printing of the catalog.
2. To edit and otherwise oversee the printing of the quarterly alumni magazine.
3. To set up the calendar of publications for the catalog and the alumni magazine.
4. To edit and otherwise oversee the publication of the School Head's Annual Report and all other reports published by the school.
5. To work with the Director of Admissions in setting up a program of admissions recruitment materials and to oversee the editing and publication of those materials.
6. To edit and otherwise oversee the publication of the annual gift fund publications and the calendar of public events.

7. To edit and oversee the publication of any other materials prepared for distribution to the school's publics.

8. To work with the Assistant to the School Head and the Business Manager in monitoring budgets for all printed materials.

C. Coordination of Programs for the School's Publics

1. To help coordinate on-campus and off-campus functions for the school's publics, including area meetings for alumni, alumni reunion day, and parents weekend.

2. To aid in the scheduling of facilities and equipment for on-campus and off-campus functions for the school's publics.

3. To oversee the printing of programs and mailing of materials as may be required in conjunction with these events.

4. To work closely with the School Head, the Business Manager, and the Assistant to the School Head in assuring adequate coordination of all functions for the school's publics.

D. Committee Development

1. To serve as chairman of a committee of trustees, parents, students, and faculty that will regularly critique the school's publications material.

2. To work closely with the volunteer chairman of the alumni publications committee in furthering all publications projects of the alumni association.

3. To secure the endorsement of the board of trustees school relations committee for the programs set up by the publications and public information office.

E. Photography

1. To oversee the running of the school's darkrooms.

2. To control the budget for darkroom and photography supplies and to make all decisions about purchase of photographic equipment, with the counsel of the Assistant to the School Head and the Business Manager.

3. To complete all photography and printing necessary for the duties described above.

4. To supervise the work of scholarship students assigned to do photography and darkroom work for the school.

Objectives and priorities

Written public relations objectives make life easier for small shops. Objectives are what you need to do to achieve your goals and how you are going to do it. If followed closely, objectives provide mutual understandings of the most fundamental aspects of the PR program -- what you should be doing with your time.

When you list in the order of greatest importance those activities you need to do to achieve your objectives, you have established your priorities. While you should hope to achieve all of your objectives -- at least eventually -- you probably will never reach priorities at the bottom of your list.

A list of priorities clarifies the role of your office, specifying exactly what you should be doing. It also tells you what you should not be doing, and gives you the justification for turning down tasks that are low on your list.

We encourage a review of the samples of objectives and the list of priorities that complete this section.

PUBLICATIONS AND PUBLICITY OFFICE OBJECTIVES

Western Maryland College (Westminster, MD)

1. Maintain open lines of communications with all constituencies so that two-way rapport is achieved. As either primary or supportive agent, the Office of Publications and Publicity is concerned with the following constituencies: alumni; parents; students and prospective students; friends; donors and prospective donors; faculty, staff and administration; trustees; legislators; members of the local community; members of the news media.

2. Promote a positive atmosphere of receptivity and approval towards the college, its programs and goals.

3. Inform the public of current news events and long-range projects with frequent attractive publications and publicity materials.

4. Build confidence internally within the on-campus family.

5. Relate developments in higher education to the specific Western Maryland College situation so that our constituencies will understand these developments and their effects on our institution.

PUBLIC RELATIONS OBJECTIVES

Gardner-Webb College (Boiling Springs, NC)

I. General Objectives

A. To keep the public informed of significant happenings at Gardner-Webb.

B. To keep the name and image of Gardner-Webb College ever before the public as an academically superior four-year liberal arts, independent, church-related college.

C. To portray the college as a unique one in which students can learn in a Christian atmosphere, led by a dedicated teaching staff that gives individualized attention.

D. To emphasize that the faculty, administration, and staff are highly qualified individuals in their fields.

II. Administration Objectives

A. To develop a comprehensive public relations program for the college which will include media and community relations, news releases and publicity for the electronic and print media, public service announcements for radio and television, slide presentation for recruitment, and advertising.

B. Measurement Standards -- Evaluation of numerical data on: budget, staff time, cost of projects in terms of both time and money. A subjective area will be an evaluation of results versus the performance of comparable communications functions in other institutions.

C. Strategy -- Maintain good records of work accomplished and the time/money expenditures involved in each project or category.

III. Community Relations Objective

A. Develop and implement an aggressive, active, effective two-way communications program in the Boiling Springs-Shelby area to build strong, positive relationships, support, and understanding in these communities. This will be accomplished through the President and other staff and faculty members being active in various activities in their community.

B. Measurement Standards -- A sound general measurement would be an assessment of community attitudes and support. This would include an assessment of publicity received by staff, faculty and administration in the local media.

C. Strategy -- Prepare a written report on the status of community rela-

tions in the Boiling Springs-Shelby area. This report should identify strengths and weaknesses, needs, problems and opportunities in each community. Also, develop a multi-purpose color slide show as a tool to build community understanding of the college.

IV. "Consumer" Communications Objective

A. By "consumer," we mean potential students and supporters of the college. Continue a low-key, low-budget program of external public relations designed to build gradual public awareness of Garder-Webb as a strong, modern, progressive, well-managed school with a Christian atmosphere. The purpose of this activity is to enhance our relationships with supporters and students, the financial community, news media, and educators.

B. Measurement -- A scrapbook of representative exposure in the printed media will reflect largely the success of external communication. Notes will also be made as to public appearances of the President and other officers on radio and television. An evaluation of the qualitative aspects of the tools produced must be largely subjective, although comparisons with other colleges are certainly possible.

C. Strategies --

1. The Web. Significantly improve the content and retain the new format of this publication. Place emphasis on gifts to the college and the quality of the faculty, staff and administration. Focus on some of the objectives of the college and some of the problems. Let a thread of Christian faith run through the publication. Brighten the format to increase visual impact. Strengthen the content by focusing more on stories which stimulate prospective supporters to ask: "How can I help my college?"

   a. Change frequency to bimonthly.

2. Slide presentation. Prepare a color slide presentation which will reflect the kind of education one receives at Gardner-Webb, to be shown at civic clubs and at other appropriate places that will gain us support and supply us with possible students.

3. Personal appearances. Promote Gardner-Webb through personal appearances on at least three regional talk shows, with a focus on the uniqueness and the high quality of education to be found at G-W.

4. Newspaper and magazine publicity.

   a. Generate at least one magazine article in a state-wide publication about Gardner-Webb, its administration, faculty, staff, trustees or programs.

   b. Strive for an average of at least one news release a day going out to the media about Gardner-Webb, its administration, faculty, staff, trustees or programs. Encourage the

media in the larger areas, such as Charlotte, to give some space to G-W.

c. Generate interest from the media to come to us for stories and information about the College.

d. Seek more visual representation in the media through pictures and slides.

e. Encourage the two Baptist publications in the two states to print more articles about G-W. Strive for an average of one article a month at least in the North Carolina Biblical Recorder.

5. Advertising.

a. Continue to advertise in newspapers, especially special "College and Universities" editions and Sunday supplements. Continue to advertise in national and regional media, such as "College Today."

b. If the budget allows, we might try a few 30-second spots on television in the area.

MANAGEMENT-BY-OBJECTIVES PLAN

(Community College)

In order to function productively and meet its objectives, an educational institution must maintain positive, constant, and meaningful communication with the people it serves, as well as its own students, faculty, and staff. The college, being an academically diverse and community-oriented institution, serves a broad segment of county people with varied interests.

The overall goal of the office of public information is to accurately inform the community of the college's many facets -- new programs, regular course offerings, cultural and recreational activities, etc., and to oversee the college's publications program. In addition, the office serves the college's interests by enhancing its community image and visibility and by coordinating relations with the college's more than 3,000 alumni.

The director of public information oversees the planning, coordination, and implementation of the public information program, while utilizing all available resources to the most economical and effective degree.

In addition, given the current climate of higher education student recruitment, the director must stay abreast of the latest marketing/promotional techniques and be aware of what competing institutions are doing.

Listed below are 9 objectives for the office of public information and activities planned to accomplish the objectives.

1. Maintain press coverage at no less than last year's level, while continuing to emphasize the positive aspects of education at the college.

The public information office will produce no less than last year's level of news releases, with continued emphasis on graduate success stories, faculty accomplishments, and major events at the college. Generally, the media will use approximately 75 percent of all material submitted for release, and clipping files will be continued, enabling us to follow up exactly who is printing what.

In addition to efforts directly on behalf of the college, the director of public information will play an integral role in the campaign work by the state Council of County College Public Relations Officers to increase media exposure of the community colleges.

2. Coordinate college-wide student recruitment efforts.

The director of public information will continue to work with the dean of student development in coordinating recruitment efforts throughout the county. Some activities planned for the coming year include:

* Participation in career days at the county high schools and expanded career-oriented visits to the college by high school students and their counselors.

* Planning, staffing, and setting up displays at the Farm Fair, Teen Arts Festival, County College and Career Fair, etc.

* Chairing the college-wide committee on student recruitment/public image.

* Producing special publications targeted for designated potential student population groups (at least two will be added to the current series of three).

* Three issues of the high school counselor newsletter will be produced. Under the public information office's editorial control, this publication will provide a direct pipeline from the college to public school counselors and administrators.

* The director of public information will work with the appropriate staff to conduct a second new student survey to determine what factors have persuaded new enrollees to attend the college.

3. Meet with each academic division to discuss their relationship with the public information staff.

During the fall months the director of public information, accompanied by the public information assistant, will attend a divisional meeting of each of the seven academic units. During these meetings the faculty will learn about the many tasks performed by the public information staff, the ways of promoting courses or programs, the methods by which the media and public information staff exercise judgment on an item's newsworthiness, and the reasons why an article may or may not be picked up by the newspapers. The sessions will also include a question and answer period. Each meeting will be tailored to the particular division being addressed that day.

4. Coordinate the efforts to design and publish most major college publications.

The director of public information will coordinate publishing efforts with appropriate staff and will review, edit, write, and (in some cases) design materials. In addition, efforts will be made to eliminate the use of multiple logos and letterheads by college staff and faculty. A redesigned, attractive college letterhead can be used by all departments. This standardized letterhead, to be developed by the art director and director of public information, subject to the approval of the president, can save the college a considerable amount of money and eliminate arguments over the use of logos. Presently, at least seven logos and letterheads are in use by the college, creating a confused and inconsistent graphic image in the community.

Publications scheduled for the year and target completion dates (by month) are as follows....

5. Serve as executive director of the new alumni association and work with the alumni board to develop new alumni activities and services.

The alumni association board will continue to meet monthly and will concentrate its efforts on the following:

* Expansion of the alumni career exchange program, with emphasis on the use of alumni in externships for students.

* Introduction of the new "alumni ambassadors" program to help boost student enrollment.

* Inauguration of a "Dollars for Scholars" fund-raising campaign for the purpose of developing a scholarship fund (to be done in conjunction with the college foundation).

* Help plan for three issues of the "Alumni Action" newsletter.

* Develop plans for the association's third Annual Alumni Day.

* Conduct a membership drive to boost the association's membership.

6. Keep current the various mailing lists with the Computer Center.

The office of public information will continually update the college's computerized mailing lists during the year, utilizing input from our many clients. At this writing the office is responsible for more than 60 lists, plus the screening of all requests and computer letters. Efforts will be made to delete lists that are no longer in use, and discussions will be held with Computer Center personnel to streamline the cumbersome mailing list process.

7. Increase speakers bureau activities, with intensive recruitment efforts to involve more faculty.

The director of public information will strive to recruit more faculty and staff for participation in speakers bureau activities. Special efforts will be made to recruit speakers on some of the most requested topics of recent years. The speakers bureau mailing list will be continually updated, letters about specialized topics will be periodically distributed to target audiences, and a new speakers bureau booklet will be produced during the fall. Current expectations call for at least 65 speaker requests, at least 50 of which will be fulfilled.

8. Support the efforts of the college foundation with planned advertising/promotional campaigns.

The director of public information will continue to work with the executive secretary of the college foundation to support projects and activities. The director and executive secretary will work cooperatively on advertising campaigns, promotional releases, and related publications.

9. Arrange advertising and publicity campaigns throughout the year to promote various college programs, courses, and services.

The public information office will prepare news releases, write and design advertising, and select media for publicizing programs, courses, and services, when appropriate. Of major significance will be promotional efforts on behalf of the office of community services, theater department, and admissions/registration office. Student and community participation in publicized activities

will help measure the effectiveness of these publicity activities. In some cases, coded mail-back coupons will help assess the effectiveness of printed ads and brochures.

In addition, the director will, when appropriate, arrange press conferences and help plan and coordinate special events. The amount of press coverage given to and actual attendance at various events or activities will help in determining the effectiveness of the director's efforts.

TASKS TO ACHIEVE PUBLIC INFORMATION OFFICE OBJECTIVES

(Church-related College)

It is the responsibility of the office of public information to provide for the college, within an established economic dimension, professional expertise and effort in media relations, information dissemination, publications, and public relations principles and practices with the ultimate goal of presenting the college as honestly, accurately, and completely as possible to its defined publics, in the interest of increasing good will and prestige of the institution and its faculty, students, and staff.

Major functions within this responsibility are:

1. Media relations
2. Information dissemination
3. Publications coordination
4. Public relations advising and activities
5. Student development and enrichment
6. Measuring and evaluating public relations program

I. Tasks within the media relations function are:
   1. Develop cordial working relationships with individuals in the area and regional media and select national media
   2. Handle inquiries from media personnel
   3. Be press liaison for breaking news stories that media personnel cover personally
   4. Offer the services of college faculty and staff as resource persons to assist media personnel in preparing background information and setting stories in context

II. Tasks within the information dissemination function are:
   1. Prepare and distribute news releases on public events, college policies, personnel changes, and special activities to selected media
   2. Prepare and distribute feature stories regularly
   3. Make special efforts to give useable material to radio and television stations
   4. Prepare and distribute hometown news releases on students
   5. Request, duplicate, and distribute photos
   6. Prepare and distribute statistics and stories for men's and women's intercollegiate athletics

III. Tasks within the publications coordination function are:
   1. Coordinate copy, design, and printing of college publications
      a. Work with development, admissions, registrar, student affairs, and summer sessions offices in developing and preparing the major college publications
      b. Work with departments, organizations, and individuals in developing printed materials for special events, projects, and purposes
   2. Edit and publish quarterly magazine
   3. Edit and publish quarterly newsletter

IV. Tasks within the public relations advising and activities function are:

1. Work with development office staff in developing informational and fund-raising literature and programs
2. Through both formal and informal means, respond to programs and activities of the college from a public relations standpoint
3. Be sensitive to internal public relations; strive to keep communications open between all segments of the community
4. Prepare weekly newsletter
5. Prepare calendar for monthly distribution
6. Coordinate Speakers Bureau
7. Develop and place college advertising

V. Tasks within the student development and enrichment function are:

1. Involve students in significant ways in information gathering and dissemination, publications writing and design, and general office activities
2. Supervise staff and operation of the photo bureau
3. Supervise student assistants in sports information
4. Supervise office assistants
5. Encourage activities that expand students' knowledge and experience in writing, publications, public relations, radio, photography, etc.

VI. Tasks within the measuring and evaluating function are:

1. Monitor and be sensitive to internal and external responses to college programs and activities
2. When deemed appropriate or necessary, develop and execute measuring and evaluating programs and documents for the tasks of this office or of the college
3. Cooperate generously with professional firms and college personnel who undertake measuring and evaluating programs

PUBLIC RELATIONS PRIORITIES

(University)

While the Public Relations Office seeks to serve the university in as many ways as possible, the office cannot effectively handle all requests for assistance. For this reason, the following priorities are submitted as a guide for what has greatest importance in meeting public relations objectives. In addition to responding to all requests from the chancellor and vice chancellor for university relations, the Public Relations Office has the following priorities (listed in order of importance):

1. National image:
   Improvement in the national visibility, name recognition, and image of the university.

2. Student recruitment:
   Support for the recruitment and admission of new undergraduate, graduate, and evening students.

3. National campaign:
   Assistance toward meeting the communications and publications needs of programs supporting the $300 million campaign.

4. Alumni and development:
   Support for other alumni/development programs other than (3) above.

5. Vice chancellors and deans:
   Efforts on behalf of the external public relations needs of other vice chancellors and the deans.

6. Departments and programs:
   Furtherance of the other external public relations needs of the departments, institutes, centers, and other academic, service, and research programs of the university.

7. Internal communications:
   Development of better internal, institution-wide communications that will improve the university's overall self-image, and that will, in turn, support a better external public relations program.

8. Community relations:
   Maintenance of current, local public relations efforts through the news media, campus events, and publications.

9. Other external PR:
   Encouragement of any other external public relations efforts of the university, if not mentioned above.

10. Other internal communications:
    Help for the internal communications needs of the university, if not mentioned above.

11. Other tasks:
Performance of any other public relations tasks as may be required from time to time.

Because these priorities may occasionally prevent the Public Relations Office from providing full assistance, every effort will be made either to refer the request to another office or to provide consultation on how the office involved can complete the project on its own.

Section 3

Establishing Control Through Policies and Guidelines

Suggesting guidelines that will work on all small campuses is risky business. Each institution must tailor its policies and procedures to its own specific needs. The guidelines included in this section cover the following topics: (1) the limits of operations of the small public relations or information shop; (2) who speaks for the university and who deals with the media; (3) how to handle a crisis; and (4) control of institutional publications.

Although each institution will have to develop policies and guidelines to fit its own particular needs, the samples in this section exhibit the type and scope of policies now in use at other small PR operations.

The administration of the College of St. Catherine (St. Paul, MN) clarifies the public information office's responsibilities, not only to the director and to its management team, but to students, faculty, and staff as well. This clarification guarantees that all office clients understand the responsibilities -- and the limits -- of the office. A description of the office's services and responsibilities is published in the college's faculty handbook, employee handbook, and student guide. It is also described, as the need arises, in the official weekly bulletin for students, faculty, and staff:

> The public information office is responsible for all official college communications -- internal and external. The office directs dissemination of all campus news to the media and serves as the official source for media personnel seeking information about the college and its students, faculty and staff.
>
> Specifically, the office gathers and distributes college news, cultivates opportunities for press coverage, arranges interviews, coordinates photo assignments, and serves as the college's liaison to the local, regional and national media.
>
> The Director of Public Information welcomes inquiries and suggestions for campus news items. Suggestions or requests may be sent in writing, via a "Request for Public Information Services" form or by phone, Ext. 6521.
>
> The office also publishes a monthly Public Events Calendar for some 3,500 friends of the college, publishes the internal weekly faculty/staff bulletin (COG) and the weekly student bulletin (Hotline), and edits Currents, the quarterly publication for alumnae, parents and friends of the institution.
>
> Announcements for COG and Hotline must be submitted to the public information office in writing and include the sender's name, phone number, and college p.o. box number. The deadline for the Monday publication is noon on the preceding Wednesday. No late material is accepted, and the office reserves the right to edit all material.
>
> The deadline for the monthly public events calendar is on the 10th of the preceding month. Announcements must be submitted on an inclusion form, obtainable by calling Ext.

6521. Only public events are listed, and late material cannot be accepted.

Strong statements on central control of media contacts are often distributed on campuses too. The vice president for development at Roberts Wesleyan College (Rochester, NY) sent the memo below to faculty, staff, and administration. It leaves little doubt about the appropriate channels of communication with the media.

> It is our constant goal to establish and maintain positive relationships between Roberts Wesleyan College and its various publics. In order to be effective we must be consistent and coordinate our communications whenever possible.
>
> Please be sure to channel all external communications through the Office of Development by contacting Phil Johnson, Director of Public Relations. He will help the college avoid duplication and continue to upgrade our image.
>
> All of the following types of communication should be coordinated through the Public Relations Office.
>
> 1. Advertising of departmental programs and/or special events.
> 2. All news releases.
> 3. General announcements regarding Roberts Wesleyan College and/or programs of the college.
> 4. Brochures and newsletters.
> 5. Media contacts.
>
> If contacted directly by any media person, regarding the college, please consult the Public Relations Office before making any official statement or comment.
>
> If you have questions, feel free to contact Phil in the Office of Development, extension 115.
>
> Thanks!

It is also clear at St. Mary's University (Halifax, Nova Scotia) and at several other institutions -- in writing -- who speaks for the university:

> The Director of Information Services in most situations talks with the media and gives the University's position on general issues as well as specific issues in time of crisis. When detailed information is required it should be given by the person most qualified to do so; such person would be chosen by the President in consultation with the Information Officer, and the sector of the University involved.

Written policies -- when endorsed and fully supported by the president -- provide clear understandings for everyone. The policies and guidelines that follow explain the procedures and responsibilities in different aspects of the public relations function. "Media Relations Policy" from Meredith College sets out procedures for dealing with the press. It provides suggestions -- not directives -- on how faculty might wish to respond to media requests.

"Handling a Crisis" from Marist College gives general guidelines and methods. Mary Baldwin and Roberts Wesleyan require all publications to be channeled through one office and explain exactly how it should be done. The Dickinson School of Law distributes information sheets defining the communication office's role in producing publications, promotions, publicity, or surveys.

MEDIA RELATIONS POLICY

(This internal memo used at Meredith College, Raleigh, NC, incorporates material developed by Arthur V. Ciervo, formerly of Pennsylvania State University and now a public relations consultant.)

One of the most valuable assets of any College Relations personnel is the confidence of members of the news media. Without it, their value to their institution is limited. The Director of College Relations, therefore, should have the full cooperation of the administration and should practice policies and procedures which would merit that confidence. A candid and cooperative approach to media relations is essential.

In the event of a crime or controversy, as well as in routine matters, the Director of College Relations should see that the media get the facts quickly and accurately. Attempts to suppress bad news almost invariably lead to unhappy consequences. Rumors are usually far worse than reality.

It is wise to take the initiative in informing the media of "bad news" for two additional reasons:

1. Being first with the story gives the Director of College Relations an opportunity to emphasize any positive points. The result is then more likely to be a fair and balanced account rather than a one-sided or distorted view of an incident.

2. Such procedure enhances the credibility of the college with both the media and the public.

As part of our efforts toward an effective media relations program at Meredith, the Director of College Relations is authorized to release information pertaining to emergencies, crimes, controversies, and other events to which the media have a reasonable claim. Faculty and staff are asked to keep the Office of College Relations fully informed, both promptly and factually, of such activities in their areas of responsibility. College Relations personnel are then able to offer advice as to the best procedures for good coverage and timely release of news.

SUGGESTIONS TO FACULTY AND STAFF
FOR RESPONDING TO MEDIA QUERIES

(Continued from Meredith College memo)

1. First, get the reporter's name, publication and/or station. Then if you feel the request for information is reasonable, give the media person your full cooperation.

2. In answering questions, be fair, friendly, and factual.

3. Normally, you are expected to comment only on matters within your area of expertise. Sometimes, however, a reporter may ask you to comment on a different subject. If you do not wish to comment, do not hesitate to tell the reporter so. Refer the reporter to the Office of College Relations if questions can best be answered by other persons within the college.

4. Some reporters may ask you to comment on a controversial issue with the promise that, if you wish, your name will not be used. Unless you know the reporter, it is not usually wise to comply. (When in doubt, you may wish to call the Office of College Relations for advice.)

5. When you give a personal opinion on any subject, make certain that the reporter understands that you are speaking for yourself and not for your colleagues in the administration or faculty.

6. You should not assume that you will see the reporter's story before it is published or broadcast. The news person is under no obligation to show copy. If scientific or technical data are involved, you may suggest that the reporter check his or her story back with you for accuracy, particularly if the reporter is not a specialist in the field. (Some reporters are willing to check their technical data with the source, for the sake of accuracy, if time permits.)

7. When an interview is for broadcast, remember that people in radio and television news usually can report only the barest essentials of a story. They are looking for succinct answers to one or two questions. It is best to avoid time-consuming details, rambling explanations, and complicated answers.

8. Most reporters dislike material which is "off the record" because they may later receive the same information from another source who would not classify it as "off the record." However, if you feel that you must so classify your remarks, do so according to the following standards of journalistic ethics:

   a. Preface each such statement by saying, "The following material is 'off the record.'"

   b. Indicate clearly when your comments are "on the record" again.

c. Don't say belatedly, "The material I have just given you is 'off the record.'"

9. After answering a media query, please inform the Office of College Relations of the call and of your response. Anyone who receives queries on policy matters should refer them either to their superior, the Office of the President, or the Director of College Relations.

10. Members of the staff should refer queries to the Director of College Relations when

    a. The Office of College Relations has already been provided information concerning the subject for which the information is being sought.

    b. The query deals with an area where responsibility lies with or is shared with another administrative or academic department; and

    c. The query deals with a matter of college-wide concern or policy.

HANDLING A CRISIS

(From "Dealing with Controversy," an internal memo from Marist College, Poughkeepsie, NY, adapted from ideas by the American Cancer Society.)

General Guidelines:

1. Identify the issue clearly. Write it down in one or two sentences.

2. Assess the magnitude of the issue, perhaps using a scale of 1 to 10 (with 10 being a major item).

3. Discuss the issue fully with the director of the area involved as soon as possible. Include the security director, dean of students, or others if the matter pertains directly to their area of responsibility. The immediate concern is to ascertain the facts, then develop a correct perspective on the issue.

4. Write down facts. Where appropriate, develop a written chronology.

5. Ask the following questions:

   * Is there anyone else who should be advised of the situation? Anyone else who could provide information or impart guidance?

   * Can the president be of any assistance? Is there an official college position on this issue?

   * About whose trust and reaction are we most concerned? What is the most effective way of communicating with this group or groups?

   * What is the worst possible effect? the least? all the others in between?

6. Evaluate the information and select the most appropriate course of action, keeping in mind the desired outcome and the likelihood of achieving that outcome.

7. Draft a statement, primarily for internal use, but written carefully and well enough so it could be released to the public.

8. Advise those concerned about the issue and the college's course of action.

9. Take action.

10. A month or two hence, evaluate your decision so you can benefit from your success or mistakes.

Some Things to Keep in Mind:

1. Doing nothing is always an option.
2. Be protective of the college's image; know when you are being overprotective.
3. Honor the privacy of employees and students.
4. Consult an expert when the situation warrants it.
5. Let the facts speak for themselves. Be objective when presenting the facts.
6. Be truthful. Don't obscure or conceal information, even if it hurts.
7. Speak with one voice. Determine who the spokesman is and be sure that he or she is very accessible.
8. Don't expect any favors from the media. News is news.
9. Avoid criticizing others.
10. Remember: The best defense is a good offense.

Methods to Help Counter Controversy:

1. Phone call to key people.
2. Visit or lunch with key people.
3. News release.
4. Press conference (used rarely).
5. Letter to the Editor.
6. "Op-Ed" or editorial page column.
7. Written statement distributed in person or by mail with cover letter to key people.
8. College newsletter.
9. Feature article or news-feature series.
10. Radio or TV interview for newscast.

GUIDELINES TO PUBLICATIONS

Mary Baldwin College (Staunton, VA)

General Information

I. Publications Policy

A. In a typical year about 80 different printed pieces will be published by Mary Baldwin College representing a considerable investment of dollars and staff time. Some of these pieces are regular publications funded in the budget of the Communications Office. Others are special requests from various offices and academic divisions funded through their individual budgets.

B. Whatever the origin of each piece or the budget to which it will be charged, all publications meant for outside reading are to be channeled through the Communications Office for design, editing, writing of specifications to the printer, and for control of production.

C. By using this central office, the college is able to maintain a standard of quality and appearance at the best cost possible. Also, the possibility of misunderstanding between the initiator of the publication and the printer is minimized. These guidelines are designed to help you and the Communications Office work effectively together.

II. Initiating Your Publication

A. After deciding that you want a publication, please make an appointment with the Publications Coordinator to discuss your ideas. At this meeting a publication planning guide will be prepared. (See p. 86.)

B. The final specifications decided upon will be entered on the reverse side of the guide. This sheet then becomes a reference for you, the Communications Office, and the printer for that publication.

III. Planning a Schedule

A. Allowing enough time for planning, preparation and printing is essential to receiving the best job for the money invested. Printers need at least five weeks to set copy, present proofs, and print. Additional time must be allowed before that for design, preparation and bidding.

B. Please plan your publications well in advance. Counting from the time complete copy is submitted to the Communications Office, allow for the following schedules:

1. Programs, folders — 3 weeks

2. Posters -- 3 weeks
3. Brochures with pictures, booklets -- 5 weeks

C. If your publication is to be mailed, be sure you add additional time to assure delivery when you want it -- one additional week for a first class mailing, two additional weeks for a third class mailing.

D. News releases are an important function of the Communications Office. Although design, bidding, and printing are not involved, releases must be written and scheduled for the best coverage. Please bring all pertinent information, including photos, to the office two weeks in advance of requested release dates.

IV. Guide to Preparing Copy

A. Submit your copy on 8-1/2 X 11-inch paper with one-inch margins on each side.

1. Type your copy, double spaced, and number the pages.
2. If necessary to mark copy, do it in pencil rather than ink.

B. Be sure all copy conforms to MBC style regulations before submitting it to the Communications Office.

C. Do not underline words unless you mean for them to be set in italics.

V. Style Requirements

A. The college publications and news releases will conform to the United Press International Stylebook. A copy of this book is available for reference in the office. A brief style reference for frequently used forms is also included in this booklet.

B. Adoption of a uniform style provides consistency for Mary Baldwin publications and makes the work of editing, setting, and proofreading much easier.

VI. Cost Estimates

A. Because a publication is a tailor-made product, whose quantity, format, word count, halftones, and the like are indefinite, there is no quick answer to the question of costs. When all specifications have been determined in a conference, bids will be solicited.

B. It is essential to know the maximum budget figure for the publication you have in mind before serious planning can begin.

VII. Photos and Art Work

A. A number of photographs are available for use from the Communications Office files. Any photos submitted with your copy should be glossy black and white. Polaroid photos, color photos for black and white production, and conversion of color slides to black and white seldom meet quality standards.

B. There is a vast difference between professional and nonprofessional art work. The Communications Office reserves the right to reject unsuitable art work.

VIII. Proofreading

A. The person or department initiating the publication bears the main responsibility for proofreading galleys and pages. Each proof should be initialed to avoid any misunderstanding. Proofs must be returned promptly if the production schedule is to be met.

IX. Author's Alterations

A. Typesetters do not charge for correcting their own errors, but they must charge for changes made at the customer's request.

B. The cost of making changes in galley and page proofs can be as much as $10.00 or more for the change of a single comma because of the resetting, proofreading, etc., which are involved. Please try to keep author's alterations to an absolute minimum. This can be accomplished by thorough preparation and editing of your copy before presentation to the Communications Office.

X. Distribution of Publications

A. After determining the groups you want to reach, check with the Communications Office to see if the master schedule has a conflicting mailing to the same group. It is important for the college's overall program to space mailings.

B. When the groups to be mailed to and the timing are determined, then order the proper computer labels through the applicable office (alumnae labels through the alumnae office, prospective student labels through the admissions office, current and former parent labels through the development office). The Communications Office has a current count of each category to help you determine quantities to be printed.

C. Present policy is that each division and office is responsible for preparing and paying for its mailings which will be either first or third class. Post Office regulations must be followed in preparing third class mailings.

(These and other materials from Mary Baldwin College were prepared after reviewing guidelines from Purdue University in Effective Publications for Colleges and Universities, published by CASE.)

POLICY FOR ALL COLLEGE PRINTING

Roberts Wesleyan College (Rochester, NY)

MEMORANDUM

TO: Faculty, Staff, Administration

FROM: Office of Development

DATE: September 13, 1983

RE: Policy for all College Printing

Good publications don't just happen; they result from a planned and organized effort to produce a desired result consistent with the marketing goals of the institution. The Office of Development is the designated coordinator of all publication activity for Roberts Wesleyan College. This involves identifying the communication goals and then translating these into publications which both satisfy the objectives and generate the desired constituent response. Roberts Wesleyan has been making a concerted effort for the past year to improve its image through publications. Therefore, for quality control and cost effectiveness, all printing must be processed through the Office of Development.

A successful publication requires mutual cooperation between the project originator and the Office of Development. To facilitate this process, the project originator and the Office of Development are responsible for these functions:

PROJECT ORIGINATOR

1. Identify the communication goal(s) and the type of printed pieces which satisfy the goal(s).

2. Initiate, through an interview with the Director of Publications, a publication request. (See p. 88.) Bring completed publication request form to interview.

3. Submit accurate copy that has been proofed for content and grammar. Copy must also be approved by the appropriate supervisor of your area. All submitted copy must be typed and double spaced.

4. Specify the budgeted amount available for the printing job. Before a printing job can be initiated, the approval of funds must be made by the appropriate administrator and the Business Office. Account number and approval must appear on the request form.

5. Specify the quantity of pieces needed.

6. Make optional selection of paper, ink, and type styles with the Office of Development.

7. Prepare a rough layout or sketch for review by the Office of Development.

8. Final proofing of typeset material before it is sent to the printer is the responsibility of project originator.

9. Project originator is not to contact any printer, typesetter, photographer, etc., except through the Office of Development.

OFFICE OF DEVELOPMENT

1. Selecting and/or accepting design, graphics, art, and photography. (Note: If photos are needed for your publication, more planning time is needed for selection from our photo files or arranging to have the necessary photos taken and processed.)

2. Finalizing production specifications (stock, ink, color separations, dies, photographs, screens, perforations, folding, and binding).

3. Selecting method of typesetting and production of mechanicals.

4. Selecting printer, making production arrangements, and following through the steps of production with the printer. When blue lines are submitted, project originator and Office of Development will proof and sign.

5. Production time necessary for printing jobs depends on the size, complexity, and design of publication, as well as workload schedule of the Office of Development. Time schedule begins when acceptable copy arrives at the desk of the Office of Development.

   Small pieces (programs, letters, cards, etc.) - 12 working days
   Minor publications (brochures) - 1 month
   Major publications (handbooks, calendars, catalogs) - 3 to 4 months

6. Office of Development is responsible for quality control of all printing done for Roberts Wesleyan College. All printing jobs must be done through the Office of Development.

Cooperation is the key to publication production. Any alterations delay the production schedule and increase the cost. Your publication will be processed as quickly as the workload of the Office of Development will allow. It will be appreciated (and possibly save time and money) if you will alert the Office of Development as soon as you begin planning your publication.

If you have any questions, please call the Office of Development at extension 113. Thank you!

THE DICKINSON SCHOOL OF LAW

FOUNDED 1834

PUBLICATIONS

(A guide prepared by the Communication Office to help you plan and produce publications)

PUBLICATIONS

BACKGROUND

A major activity of the Communication Office includes writing, editing and preparing material for publication to support school programs. With the exception of academic journals such as Dickinson Law Review and student publications, most other publications produced by the school are coordinated through the Communication Office. The Communication Office is available to help members of the law school community in producing publications. It is school policy to receive approval of the Dean's Office for all publications coordinated by the Communication Office.

In the context of the Communication Office the term publications means material that has been printed by commercial vendors outside the school.

USES OF PUBLICATIONS

Publications can serve a variety of purposes, such as student recruitment, program promotion, alumni communications, fund raising, or general information. When planning your publication, you should keep in mind the specific purpose the publication will serve. A publication designed to serve one purpose will probably not serve another equally well.

COSTS

During a typical year the Communication Office produces as many as three dozen different publications. Most have been budgeted by the office that will use the publication. When planning your publication, you are encouraged to stop

(over)

by the Communication Office to discuss costs.

PROCEDURE

• Timing: Most publications will require six to eight weeks from the time the Communication Office receives final copy or manuscript (carefully edited and proofread) until printed copies are delivered. Publications requiring original artwork or those being produced for the first time may require more production time. If you will be distributing your publication by mail, you should allow time for mailing preparation and delivery. Because we will typically work with four businesses outside the school in order to design, typeset, print, and mail most publications, the normal lead time should be considered a minimum.

• Writing the copy: You will be responsible for drafting, rewriting and preparing your manuscript before it is delivered to a graphic designer and a type shop. The Communication Office will be available to help with copy writing and, when appropriate, with marking copy for typesetting before coordinating the design of your publication. Your finished copy should be typewritten (double-spaced). It may contain clearly marked, hand-written corrections on the line above the material to be corrected.

• Design: The Communication Office works routinely with graphic artists who will recommend an appropriate design for your publication. The design is a visual solution to solve your particular communication problem. Designers will frequently work with the text and layout; however, designers will not compose or typeset your manuscript. Typesetting is done by typesetters. If typesetting is required, it can be coordinated by a graphic designer or by the Communication Office. Depending on the length of your manuscript, you should allow two days to two weeks for typesetting, proofing, and correcting your text.

• Proofreading: Typesetters will provide galleys (or galley proofs) and page proofs for you to compare to your original document for accurate transcription. It is important for you to make changes to any proof carefully and make only those changes that are necessary. If you are careful during the preparation of your manuscript and the reading of proof copies, there will be no reason to alter the text or any other typeset material once the job has been delivered to a printer for printing. Changes to text or copy made after the typesetting stage are not recommended. Not only will changes at this stage postpone delivery of your publication, but they will also be expensive to make.

• Printing: Commercial printers, like other commercial businesses, operate on a variety of levels of productivity, quality and cost. The Communication Office will help you select a printer appropriate for your budget and for the difficulty of the printing project.

Printers will produce proofs for you to review and approve before they run your job. The proofs you receive from a printer are used to check position of all the elements in the publication and to confirm the graphic design. They should not be considered a final check of text.

THE DICKINSON SCHOOL OF LAW

FOUNDED 1834

PROMOTION

(A guide prepared by the Communication Office to help you promote your program)

PROMOTION

BACKGROUND

A major activity of the Communication Office includes conducting campaigns to enhance internal and external public relations programs as well as to increase awareness of specific curricular and extracurricular programs. The Communication Office is available to assist members of the faculty and administrative staff and members of student organizations in putting together a promotion campaign.

In the context of the Communication Office, the term promotion is defined as a planned effort to focus attention on activities and programs of the school.

ELEMENTS OF PROMOTION

Promotion is only one part of any marketing plan designed to achieve specific goals, such as: to increase sales or enrollment, to increase awareness, or to produce some other beneficial result. Some promotion activities include advertising, publicity, direct-mail marketing, and telephone and face-to-face communication, each of which may be used independently or together.

USES OF PROMOTION

The Communication Office frequently coordinates promotion activities to benefit student recruitment, continuing legal education seminars, and student events. When used successfully, promotion can announce a new product or service, increase registration or enrollment, increase awareness, generate inquiries, and change attitudes. Promotion activities, however, generally will not produce a beneficial result if it can be determined that a program or product is flawed, faulty or

(over)

inferior; therefore, promotion is not a band aid to be used to repair a deficiency in planning.

PROMOTION ACTIVITIES

• Advertising: Advertising is considered to be effective in increasing name recognition and generating inquiries. The user can control message content, placement, and timing. An advertising campaign can be costly.

• Publicity: Publicity can be useful in creating name recognition, generating inquiries, and generating follow-up coverage. With publicity you lose control of message content, placement, and timing.

• Direct Mail: Direct mail is an efficient promotion method. Direct mail involves targeting a group of people who are likely to respond favorably to your promotion. A direct-mail campaign relies heavily on the coordination of several services (design, printing, mailing, and follow-up) for it to be successful.

Planning and timing are critical to the success of a direct-mail campaign. Studies have shown that most people who respond to direct-mail promotion will do so between two and four weeks after receipt of a promotion piece. In the case of continuing legal education program promotion, the Communication Office recommends that first mailings should be received at least six weeks before a seminar. You may also want to consult our information sheet on publications, especially if your direct-mail promotion campaign will employ material printed outside the school.

• Person-to-person communication: Person-to-person communication is effective in obtaining immediate response and should be considered useful for testing program ideas and promotion campaign methods.

CONDUCTING YOUR CAMPAIGN

A successful promotion campaign will begin with a definition of the group of people to be reached, a statement of goals, and a proposed plan to achieve those goals. Once the goals and program have been defined, a message can be prepared to reach the appropriate target audiences that will be likely to respond. Promotion activities can then be selected to carry the message efficiently and effectively to the audiences. In other words, you will have to choose among advertising, publicity, or direct mail, for instance, for your primary promotion activity. The selection will depend on timing, budget, audience, and other considerations.

Before a promotion campaign begins, it is wise to conduct a test of the campaign elements among a small portion of the target audience. Advertising, publicity, direct mail, or person-to-person communication may be effective ways to test your program ideas and to evaluate your goals.

THE DICKINSON SCHOOL OF LAW

FOUNDED 1834

PUBLICITY

(A guide prepared by the Communication Office to help you plan and use publicity)

PUBLICITY

BACKGROUND

A major activity of the Communication Office includes preparing and distributing information to generate favorable publicity regarding the school's activities, programs and goals. The Communication Office serves as the principal contact with members of the news media and frequently initiates publicity. Members of the law school community wishing to generate publicity in support of activities, programs and goals of the school should communicate their interest to the director of communication.

In the context of the Communication office, publicity means the publication or broadcast of information distributed by the school.

USES OF PUBLICITY

Publicity can be used to increase name recognition or awareness of the school, to promote coming events, to feature curricular and extracurricular programs and to profile individuals or groups. Generally speaking, publicity will not increase enrollments or registrations.

THE NATURE OF NEWS

News contains several ingredients, including elements of immediacy, consequence, proximity and prominence. Quite frequently announcements initiated by the school do not qualify as news in a strict sense. Most publicity generated through the Communication Office can be considered to be "soft" news. Nevertheless, it is legitimate news.

Generally, publicity occurring before a program, activity, or event will be more productive than publicity generated after a particular program or event. In fact, in many cases, editors

(over)

will not use material considered to be late or untimely. Feature coverage, however, is usually untimely, but it is effective and worth pursuing also.

PROCEDURE

• Timing: To be effective in generating publicity in daily news media, you should plan for a lead time of at least two weeks before you desire publication or broadcast in order to allow editors time to assign reporters to cover your activity. In the event you wish publicity through outlets that publish or broadcast less frequently than daily, you should allow more lead time (depending, of course, on the frequency of publication).

• Preparation: You should provide the Communication Office a draft of the important points of your announcement as well as supporting background material so we can prepare an appropriate news release for distribution on school letterhead.

• Distribution: Your announcement will be distributed by the Communication Office. We have several directories that allow us to identify appropriate news media and organizations that may be interested in learning about your activities.

• Follow-up: The Communication Office subscribes to a regional newspaper clipping service that sends us clippings of articles that identify the school by name. Receiving clippings (in addition to our own reading of several daily newspapers and bar publications) allows us to track the use of news releases, determine the success of a particular publicity program and use articles as a base to develop feature coverage. The Communication Office can provide copies of clippings for your files.

THE DICKINSON SCHOOL OF LAW

FOUNDED 1834

SURVEYS

(A guide prepared by the Communication Office to help you design, conduct, and evaluate your survey)

SURVEYS

BACKGROUND

A major activity of the Communication Office includes designing, conducting and evaluating public opinion or public perception surveys and reporting the results of those surveys to various members of the faculty and administrative staff. The Communication Office is available to assist members of the faculty and administrative staff and members of student organizations in designing and conducting public opinion or public perception surveys as a way to collect information to measure the effectiveness of a program or to measure a need for a program.

In the context of the Communication Office, the terms public opinion survey and public perception survey mean a printed or photocopied questionnaire designed to elicit information deemed useful by a person, office or a group engaged in activities associated with the school.

TIMING

Surveys intended to measure a need for a program should be conducted far enough in advance of the initiation of a proposed program so that the results may be used effectively during resulting promotion campaign. Surveys intended to measure results of an existing program should be timed to occur at a time when such measurement will be most meaningful. In most cases your survey will be mailed; therefore, it is important to allow an appropriate time for mail delivery both to the recipient and back to you.

PREPARATION AND DISTRIBUTION

The Communication Office is available to help faculty, administrators and students design, prepare and distribute their

(over)

surveys. We have several directories that allow us to identify persons or groups to receive your survey. We can also purchase current mailing lists (lawyers, for instance) to make distribution of the survey efficient and reliable.

EVALUATION

The Communication Office can assist in the evaluation of survey results and the compilation of a final summary report. The Communication Office will not be able to conduct tests to measure statistical reliability or validity.

Section 4

The Routine Jobs

In order to devote your energies to your top priorities, you need to devise ways to handle the small -- and not so small -- routine jobs that can take up the bulk of your time. Forms can be the answer.

Forms help you communicate with faculty, staff, and students, letting them know what you can and cannot do for them, and what they can do for you. Forms can be used to collect information on students for hometown releases or sports publicity, on faculty for media resource guides or speakers bureaus, and on events and special programs to be promoted and publicized. They can survey your publics and collect information to be used in evaluating your programs.

Forms can transmit information by specifying what you will need from a client for a publication or promotion and when you will need it, how long each stage of the process will take, and what deadlines must be met. They tell the client what your procedures are, and what his or her responsibilities are. They communicate clearly -- and provide a record of the communication -- with printers, photographers, and other suppliers.

When forms are used for internal communications -- scheduling and keeping track of projects -- they help keep you organized. They make it easy for you, your staff, and your superiors to see at a glance what your office is doing and when each project or publication should be completed.

Forms are also essential to record-keeping, telling you what your office has accomplished and when and how much it cost.

In spite of today's complaints about red tape and paperwork, the answer to at least some of our problems may well be the appropriate form. As Patricia Sirek, director of public information at the College of St. Catherine, comments:

> While I'm not the type of administrator to bog clients down in a myriad of paperwork, these forms have solved many past problems! First, they communicate on a regular basis the limitations of the department; second, they save time lost in follow-up calls to hard-to-reach faculty members; and third, they inform faculty and staff of the office's many services.

Collecting information

The first part of this section contains forms used primarily to collect or solicit information. Most of these forms seek to involve faculty, students, and staff in the news dissemination process.

Schenectady County Community College's request for promotional services is sent to the whole campus community at the start of the year. Respondents are not asked to put down all the information required for a news release although many do. The public relations office does follow-up if the information is not complete.

The College of St. Catherine issues a form that does require complete information. News release data must be returned to the office at least 11 days before the date of the release -- <u>not</u> the date of the event -- and special mailing

lists, if any, should be attached to the form. St. Catherine's also uses a request for inclusion in the public events calendar which must be submitted by the tenth day of the month before the month in which the event takes place.

"Here's News" is Gardner-Webb College's form to submit information about newsworthy events, programs, and people. The form must be received five working days before the date of the release.

The Hollins College alumni magazine contains a popular section about the professional activities of faculty and administration -- grants received, presentations and performances, publications, recognition, and service. Hollins sends out a form three times a year to collect this information.

Items are submitted on the next form for Schenectady County Community College's Binnekill, a weekly in-house newsletter distributed campus-wide, to administration, faculty, staff, and students.

The publicity packet form from Southwestern Adventist College is printed on the front of a pocket-style manila folder. Public Information Officer Sharon Leach reports that these folders have been very useful, enabling her to keep everything together -- interview notes, contact sheets, and copies of the finished story. The computer file name appears in the top right corner of the folder and the headline along the outside edge so that it can be read when the packet is filed.

The next two forms are used to collect information on students -- Meredith College's student information card and Juniata's sports publicity form. The Juniata form includes a place for the student to sign, authorizing the PR office to use the information -- and any other it may gather -- in news releases, publications, athletic programs, and so on.

Schreiner College uses a form to collect biographical information from the faculty for background and reference purposes. This form will be revised next year to include additional material, primarily for a speakers bureau information booklet.

At Western Maryland College a resource directories information request goes to faculty and staff. The information collected is used in a media resources guide and "Speakeasy," the college's speakers bureau guide.

Mary Baldwin College uses a publication planning guide. The clients fill it out themselves if they know exactly what they want or it is filled out in a meeting with the coordinator of publications. The final specifications go on the back of the form for the client, the communications office, and the printer.

With a detailed memo explaining publication procedures (see p. 57), Roberts Wesleyan College distributes a publication request form which the project originator is to fill out and bring to a preliminary meeting with the director of publications.

The last group of forms is from the Dickinson School of Law. The first four collect information on students, alumni, and faculty and staff. (Note the "gentle reminder" on the back of the information form for seniors.) The last

three are surveys. Juniors are asked to evaluate Dickinson's recruitment program, seniors are asked to complete a questionnaire on the school's educational program, and alumni are asked for their attitudes and opinions of their legal education. All but the junior questionnaire and the senior survey are on legal-sized paper.

Schenectady County
Community College
78 Washington Avenue
Schenectady
New York 12305
518/346-6211

Office of
Public Relations

MEMORANDUM

TO: The College Community

FROM: Ricki D. Shapiro

DATE: September 6, 1984

RE: Request for Promotional Services

With the start of a new year and The New Tradition, the Office of Public Relations looks forward to assisting you in the promotion of your achievements, information about events occurring in your departments, and general activities of the College.

During the coming year, we will be expanding our promotional activities to encompass state-wide newsletters and magazines, increased advertising, and a comprehensive array of literature about the College.

And to do this we need your help. As the lifeblood of the institution, you are aware of the activities in your respective departments -- activities which will enhance our image in the community. When you are elected to a board, the public should be made aware of the active role you are taking in the community. When an event is occurring at the College, that event should have an opportunity to shine. When a brochure is needed, it should be given the amount of time necessary to produce a visually appealing piece that will accomplish its goal.

We want to assist you, through the Office of Public Relations, to make the public aware of the events that will keep the New Tradition in the forefront. We want to publicize them through our promotional services, and ask that requests for such services be submitted two weeks in advance of the event. Using the attached helps us help you promote the activities. We want to help you with news/feature articles, photo and any appropriate media coverage.

The Office of Public Relations looks forward to a banner year in promoting The New Tradition. Thank you in advance for your cooperation and lead time. Please feel free to call if you have any questions.

REQUEST FOR PROMOTIONAL SERVICES

Schenectady County Community College (Schenectady, NY)

PERSON SUBMITTING REQUEST _____

OFFICE/DEPARTMENT _____

DATE REQUESTED _____

DATE NEEDED _____

CONTACT PERSON _____

WHAT IS (ARE) YOUR NEEDS? (Check as many as apply)

- News release _____
- Feature story _____
- Photography _____
- Brochure _____
- Review/Edit Material _____
- Other (Specify) _____

THE COLLEGE OF ST. CATHERINE PUBLIC INFORMATION OFFICE

REQUEST FOR PUBLIC INFORMATION SERVICES

Office Use Only:
Rec'd:_____
Released:_____
File:_____

TO: PAT SIREK, DIRECTOR OF PUBLIC INFORMATION, PO BOX F-12

PLEASE PRINT LEGIBLY OR TYPE

DATE SUBMITTED:_____ DATE TO BE RELEASED:_____

SPONSORING DEPARTMENT:_____

TITLE OF EVENT/PROGRAM:_____

CSC CONTACT AND TELEPHONE:_____

DATE(S) AND TIME(S):_____

LOCATION:_____

COORDINATOR/LEADER/INSTRUCTOR:_____

CREDENTIALS:_____

_____

REGISTRATION DEADLINE (IF APPLICABLE):_____ COST:_____

TARGET AUDIENCE (AGE, LOCATION, OCCUPATION):_____

_____

PURPOSE OF EVENT/PROGRAM:_____

_____

ACTIVITIES: (WORKSHOP, LECTURE, CLASS, CONCERT, ETC.)_____

_____

OTHER PERTINENT INFORMATION:_____

_____

NEWS INTEREST:_____

_____

SERVICES NEEDED

_____News releases/press advisories
_____Radio/T.V. public service announcements
_____News coverage (Call Ext. 6521)
_____Photos Needed (Call Ext. 6521)
_____Feature story
_____Media invites

USING THIS FORM, NOTIFY THE PUBLIC INFORMATION OFFICE IMMEDIATELY UPON PLANNING A CAMPUS EVENT/PROGRAM. TIMELINES CAN THEN BE SET FOR SUPPORT SERVICES. NEWS RELEASE DATA IS NEEDED AT LEAST 11 WORKING DAYS PRIOR TO THE RELEASE DATE (NOT THE DATE OF YOUR EVENT).

PLEASE ATTACH ANY EXTRA MATERIAL, OR USE THE BACK OF THIS SHEET, IF NECESSARY. IF YOU HAVE SPECIAL MAILING LISTS, PLEASE ATTACH THEM AS WELL; OTHERWISE, THE PUBLIC INFORMATION OFFICE WILL DISTRIBUTE MEDIA MATERIAL TO ITS USUAL OUTLETS AS DICTATED BY THE MATERIAL YOU HAVE SUPPLIED.

CSC PUBLIC EVENTS CALENDAR REQUEST FOR INCLUSION

Instructions:

1) This form must be complete for an event to be carried in CSC's Public Events Calendar. Do not assume that other contact with the Office of Public Information assures inclusion of your event in the Public Events Calendar. This form must be filled out.

2) Please return this form to the Office of Public Information, P.O.Box F-12, by the 10th of the month preceding that in which your event takes place.

3) Only public events are listed.

DAY/DATE	TIME	TYPE OF EVENT	TITLE OF EVENT	LOCATION	TELEPHONE	TICKET INFORMATION
		(Concert, Lecture, etc.)	Pertinent details		for Information	Price of Admission (If applicable)

Reverse for additional information

Here's News

In an organization as large — and newsworthy — as ours, we'd like your help in keeping tabs on special events, programs, and people in your department or office.

The line is open to the Information Services Office, extension 272, Send news or announcements on this form, at least five working days before you want to see it in print.

NewsNewsNewsNews

Person Submitting Information _____ Telephone _____

Office or Department _____ Date _____

1. Who (staff members, faculty, students, organization involved)

2. What (event, program award, etc.)

3. When (dates and times)

4. Where (include address)

(OVER)

5. Why, how (background information) _____

_____

_____

_____

6. Details (speakers, highlights) _____

_____

_____

7. Persons involved in planning

Name	School or Department
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Additional information (attached) _____

_____

_____

_____

_____

_____

_____

_____

If you need additional assistance from Information Services, please call Krista Gibson at extension 278.

84

REQUEST FOR INFORMATION FOR ALUMNI MAGAZINE

Hollins College (Hollins College, VA)

August 15, 1984

Dear Members of the Faculty and Administration:

I would like to take this opportunity to solicit your professional activities report for the HOLLINS alumnae magazine section Around the Quadrangle. As you have probably noticed, the section has undergone some design changes and, of course, as you know, for the past two years it has been organized not alphabetically but by category of activity. To refresh your memory, the criteria for the categories are as follows:

GRANTS: Any national, state, local or foundation allocation of money or support for research and study.

PRESENTATIONS AND PERFORMANCES: Papers, workshops, and panel discussions; art exhibits, music recitals, and dance and drama performances.

PUBLICATIONS: Books, articles, monographs, reviews, conference proceedings.

RECOGNITION: Awards, citations, and honors from community, academic, or professional organizations.

SERVICE: Time or effort donated to the college, community, or professional organizations (organizing conferences, chairing sessions, and responding to papers are included in this category).

Although the HOLLINS alumnae magazine comes out only three times a year (October, January, and April), every effort is made to print your professional activities in a timely fashion. For that reason, the October issue covers your activities from May through October; the January issue covers activities from November through January, and the April issue covers activities from February through April.

As certain esteemed members of the faculty are wont to point out, it is oftentimes difficult to give an accurate listing of activities when one is requested for that list so far in advance. I apologize for the inconvenience but can only suggest that you send in your activities when requested and if, indeed, you have later additions or emendations, I will be happy to adjust the listing. Just call me at 6453 or drop me a line.

From a year-long telephone survey I conducted after the mailing of each issue, I found, a bit to my surprise, that Around the Quadrangle is one of the better read sections of the HOLLINS alumnae magazine. May that fact encourage you when you fill out your thrice-yearly Around the Quadrangle form.

Sincerely,

Leila Christenbury

Leila Christenbury
Publications Editor

REQUEST FOR INFORMATION FOR ALUMNI MAGAZINE

Hollins College (Hollins College, VA)

PLEASE TYPE AND RETURN THIS FORM TO THE PUBLICATIONS OFFICE

TO: Faculty and Administration

FROM: Leila Christenbury, Publications Editor (x6453)

RE: Around the Quadrangle, April Alumnae Magazine

DATE: August 15, 1984

List your activities below from April through September 1984. Please remember details: if you gave a presentation, include the title and date; if you published, include all standard bibliographical information.

FULL NAME _____

TITLE _____

DEPARTMENT _____ PHONE _____

ACTIVITIES _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

INFORMATION DUE IN PUBLICATIONS OFFICE ON FRIDAY, SEPTEMBER 7, 1984

REQUEST FOR INFORMATION FOR WEEKLY NEWSLETTER

Schenectady County Community College (Schenectady, NY)

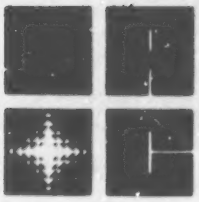
The Binnekill invites you to submit information for the weekly SCCC publication. Information must be received by the Office of Public Relations by noon Wednesday to be included in the following week's newsletter. This information can pertain to meetings or workshops attended, lectures or talks given, trips taken; family information such as births, weddings....

We'd appreciate it if you would use this form. Extra copies of this form are available at the Information Desk, in the Office of Student Activities, and in the Library office.

NAME _____ DATE _____

OFFICE/DEPARTMENT _____

INFORMATION SUBMITTED _____



PUBLICITY PACKET*

Southwestern Adventist College (Keene, TX)

Name of Event _____

Event Date _____ Place _____ Time _____

Today's Date _____ Contact _____ Phone _____

Project Officer _____

	Date Sent	Initials
( ) Newspapers/ news feature calendar Dailies: CTR FWST DMN DTH Weeklies: KC S JCN JB AB BS	_____	_____ # of Pix_____
( ) Radio and TV/ PSA news interview	_____	_____
( ) Southwestern Union Record	_____	_____
( ) Adventist Review	_____	_____
( ) Union Papers	_____	_____
( ) Division Papers	_____	_____
( ) Church Bulletin Editors	_____	_____
( ) Roadrunner	_____	_____
( ) Spotlight	_____	_____
( ) _____	_____	_____
( ) _____	_____	_____
( ) _____	_____	_____
( ) _____	_____	_____
( ) Brochure	_____	_____
( ) Poster	_____	_____
( ) Fact Sheet	_____	_____
( ) Advertising	_____	_____
( ) Photo Possibilities	_____	_____

*Printed on a pocket-style manila folder.

STUDENT INFORMATION CARD

Meredith College (Raleigh, NC)

(Front Side)

Home County & State _____

I.D. Number _____ Date _____

Class _____

Name _____
(Last) (First) (Middle)

Home Address _____
(Street or RFD) (Box No.) (City or Town)

_____
(State) (Zip Code)

Date of Birth _____ Place of Birth _____

Graduated From _____
(High School) (City, State) (Month, Year)

If Transfer Student _____
(School Attended) (Dates-Year)

Your Major(s) _____

Plans after Graduation _____

Father's Name _____

Father's Home Address _____
(if different from yours)

_____
(Employer) (Position)

_____
(Business Address) (Business Telephone)

Mother's Name _____

Mother's Home Address _____
(if different from yours)

_____
(Employer) (Position)

_____
(Business Address) (Business Telephone)

STUDENT INFORMATION CARD

(Continued)

(Back Side)

Spouse's Name _____

Spouse's Home Address _____
(if different from yours)

Guardian's Name _____
(if different from parent)

Guardian's Home Address _____

Parent(s) membership on Meredith board(s) _____

Mother Meredith Alumna? _____yes _____no. If yes, _____
(Class)

_____
(Maiden Name)

Grandmother Meredith Alumna? _____yes _____no. If yes, _____
(Class)

_____
(Maiden Name)

Other relatives who are Meredith Alumnae _____
(Class)

_____
(Maiden Name)

Newspapers which would likely use stories about you _____ (Name) _____ (Town or City and State)

_____ _____
(Name) (Town or City and State)

Campus Offices and Memberships in Clubs, Organizations and Society: _____
(Please indicate year)

_____

_____

_____

90

SPORTS PUBLICITY INFORMATION

Juniata College (Huntingdon, PA)

Name: _____ Ht. _____ Wt. _____ Class _____

Birth date: _____ Program of emphasis: _____

Parents' names and address: _____

_____

_____

Your high school: _____ high school nickname: _____

Sports played and coaches (full name): _____

_____

Letters won, each sport: _____

Top honors received, records set, etc.: _____

_____

Positions, each sport, and years started: _____

_____

Championship teams, years and titles: _____

_____

Academic honors or awards: _____

_____

Any relatives who went to Juniata (and their sports, if any): _____

_____

Please list your hometown area newspapers _____

_____

Any Hobbies? _____

_____

I hearby authorize the Office of Public Relations to use information provided by me, or provided by pertinent members of the faculty or staff, for news releases to the media, or for any other means of public information (publications, athletic programs, etc.).

_____

Signature

FACULTY BIOGRAPHICAL INFORMATION

Schreiner College (Kerrville, Texas)

Name: _____

Address: _____

Department: _____ Years at Schreiner: _____

Academic title: _____

Courses and activities at Schreiner: _____

_____

_____

Education: _____

_____

_____

_____

Academic Experience: _____

_____

_____

_____

_____

_____

_____

Academic and Professional Organizations: _____

_____

Publications and Papers: _____

_____

RESOURCE DIRECTORIES INFORMATION REQUEST

Western Maryland College (Westminster, MD)

Dear Faculty/Staff Colleague:

What subjects or interests would you be willing to discuss during an interview with a newspaper or other media reporter? List as many areas (e.g., astronomy, English literature, bees, Indian culture, etc.) of interest or academic expertise as you wish. Please print or type. This information will be published in the Western Maryland College Media Resources Guide, described in the accompanying letter.

_____ _____

_____ _____

_____ _____

_____ _____

My name, as I wish to see it appear in newspaper articles, is:

Name _____

Title/Rank _____

Department/Office _____

Office telephone number (just extension number) _____

Home telephone number _____

What topics would you be willing to speak on for an area club or organization which wished to invite you as a guest speaker? List both the topic and speech title, if possible. List as many as you wish. This information will be published in "Speakeasy," the Western Maryland College Speakers Bureau Guide.

Topic: (e.g. Administration) Title: "Remember Your Wastebasket"

Topic: _____ Title: _____

Topic: _____ Title: _____

Topic: _____ Title: _____

Check here if you do not wish to participate.

_____No, I do not wish to participate in the Media Resources Guide.

_____No, I do not wish to participate in the Speakers Bureau.

Please return the completed form to: Publicity and Publications Office, Western Maryland College, Westminster, Maryland 21157.

PUBLICATION PLANNING GUIDE

Mary Baldwin College (Staunton, VA)

Date requested: _____

From (Department or Office): _____

Description and purpose of publication: _____

_____

_____

_____

Quantity: _____ Maximum budget for item: _____

Account number: _____

Copy received: _____

Special requests to be considered such as color, photos, art work, foldouts, envelopes, etc.: _____

_____

_____

_____

Distribution: _____

_____

Delivery date: _____

Time allowance for mailing: _____

Signed: _____

Date: _____

94

This side for use of the Communications Office

Size: _____ Halftones: _____

Pages: _____ Line art: _____

Paper: _____ Binding: _____

_____ _____

Ink: _____ Folds: _____

Type: _____ Wrap: _____

_____ _____

Other: _____

Date complete copy received: _____

Editing/conference: _____

_____

Bids: _____

_____

_____

_____

Date and with whom job contracted: _____

Date galleys received: _____ Returned: _____

Date page proofs received: _____ Returned: _____

Date blue-line received: _____ Returned: _____

Proofed by: _____

Delivery date: _____ Delivery location: _____

Purchase order number: _____ Invoice: _____

Delivery charges: _____

Comments: _____

_____

_____

_____

PUBLICATION REQUEST

Roberts Wesleyan College (Rochester, NY)

To be completed by Project Originator:

Date of request _____ Date Needed _____

Estimated printing cost not to exceed $ _____

Project Originator _____ Delivery Date _____

Dept. Charge Number _____ Budget Approval _____
Administrator

To be completed by Office of Development and Project Originator: Funding Approval _____
Business Office

(Project Originator fill in as much as possible)

	Description
Job Title	
Size or Format	
No. of Pages, Folded?	
Paper Stock: Brand, Weight, Color, Finish	
Ink (1 or 2 colors)	
Copy: Camera Ready Typesetting	
Photos	
Art Work	
Quantity	
Sample enclosed	

To be completed by the Development Office:

Headlines _____ Printing _____

Typesetting _____ Total Cost _____

Name of Printer _____

Date to Printer _____

Special Instructions _____

Note: Approximate publication time: small piece (program or 1 page newsletters) 12 working days; minor publications (brochures) 1 month; major publications, 3-4 months.

JUNIOR

COMMUNICATION OFFICE INFORMATION

The Dickinson School of Law (Carlisle, PA)

THE COMMUNICATION OFFICE REQUESTS THE FOLLOWING INFORMATION:

NAME _____ DSL CLASS OF _____

PRESENT ADDRESS (AS A STUDENT) _____
Street

_____
City State Zip

HOMETOWN ADDRESS (WHERE YOU'RE FROM) _____
Street

_____
City County State Zip

COLLEGE & CITY _____ DEGREE _____ YEAR _____

COLLEGE ACTIVITIES, OFFICES, CLUBS _____

_____

_____

COLLEGIATE AWARDS RECEIVED _____

_____

Please list briefly on the reverse side any information about yourself which you feel would be valuable in developing a media release.

SPOUSE'S FIRST NAME (AND LAST NAME, IF DIFFERENT FROM YOURS) _____

CHILDREN'S NAMES AND BIRTHDATES _____

PARENTS' NAMES _____

PARENTS' ADDRESS _____
Street City State Zip

Newspapers that would be interested in news concerning you. If you list a paper that is not located in or near your hometown, please provide a reason for sending information there; i.e., my wife/husband (full name) is from X City (name) or my grandparents (full name) live there, etc.

NEWSPAPER	CITY
_____	_____
_____	_____
_____	_____

Do you authorize use of this information for hometown news release purposes?
Yes _____ No _____

DATE _____ SIGNATURE _____

SENIOR

THE DICKINSON SCHOOL OF LAW
COMMUNICATION OFFICE INFORMATION

THE COMMUNICATION OFFICE REQUESTS THE FOLLOWING INFORMATION TO USE FOR GRADUATION ANNOUNCEMENTS.

NAME _____ DSL CLASS OF _____

PRESENT ADDRESS (AS A STUDENT) _____
Street

_____
City State Zip

HOMETOWN ADDRESS (WHERE YOU'RE FROM) _____
Street

_____
City State Zip

COLLEGE & CITY _____ DEGREE _____ YEAR _____

_____ _____ _____

LAW SCHOOL ACTIVITIES, OFFICES, CLUBS _____

_____

_____

Please list briefly on the reverse side any information about yourself that you feel will be valuable in developing a news release.

LAW SCHOOL A[illegible]S RECEIVED:

_____ YEAR _____

_____ YEAR _____

_____ YEAR _____

SPOUSE'S FIRST NAME (AND LAST NAME, IF DIFFERENT FROM YOURS) _____

CHILDREN'S NAMES AND BIRTHDATES _____

_____

PARENTS' NAMES _____

PARENTS' ADDRESS _____
Street City State Zip

Please name those newspapers that would be interested in receiving news concerning you. If you list a paper that is not located in or near your hometown, please provide a reason for sending information there; i.e., my wife/husband (full name) is from X City (name) or my grandparents (full name) live in X City. Place a check mark beside the name of the one newspaper you would like to have receive a copy of your senior photograph.

NEWSPAPER _____ CITY _____

_____ _____

_____ _____

_____ _____

Do you authorize use of this information for hometown news release purposes? YES____ NO____

DATE _____ SIGNATURE _____

SENIORS, NOTE: A GRADUATION RELEASE WILL BE SENT TO YOUR HOMETOWN NEWSPAPER(S) ONLY IF YOU HAVE COMPLETED AND RETURNED A FORM TO THE COMMUNICATION OFFICE DURING THE SPRING SEMESTER OF YOUR SENIOR YEAR. PLEASE HELP US. RETURN YOURS TODAY. THANKS.

JOB PLANS FOLLOWING GRADUATION (IF YOU KNOW WHERE YOU WILL BE WORKING) _____

_____

_____

(Back Side)

COMMUNICATION OFFICE INFORMATION FOR SENIORS

(Continued)

Dear Senior:

Help me out now, and I promise I won't bug you anymore. You and I know we're both too busy to be fooling around with these information forms. So please complete this one now and return it to the Administrative Services Office. If you want to add something later, you may do so in the Communication Office. Thank you for your cooperation.

Sincerely,

Eric S. Drake
Director of Communication

P.S. Think of your parents who made all this possible.

THE DICKINSON SCHOOL OF LAW ALUMNI RECORDS INFORMATION

We would like you to provide information in the following categories to update our files for each reunion class. You may supplement that information you provide on this form by enclosing news clippings, a recent biographical sketch or resume, and a black-and-white photograph. Thank you.

PLEASE PRINT OR TYPE

NAME_____ CLASS OF_____

BUSINESS ADDRESS_____
Firm or Company Position

_____
Street City

_____
County State Zip Phone

IF PRACTICING LAW, TYPE OF PRACTICE OR AREAS OF CONCENTRATION_____

_____

HOME ADDRESS_____
Street City

_____
County State Zip Phone

PROFESSIONAL ASSOCIATIONS_____

_____

_____

AWARDS, CITATIONS, ETC._____

_____

_____

COMMUNITY ACTIVITIES_____

_____

_____

PUBLIC SERVICE—elected or appointed (dates)_____

_____

_____

MILITARY SERVICE_____
Branch Dates

SPOUSE'S FIRST NAME_____ CHILDREN'S NAMES & AGES_____

_____

Name two Dickinson School of Law classmates who will always know your address:

_____ and _____

DATE_____ SIGNATURE_____

Please return this form to the Communication Office before August 30, 1984. You may use the enclosed postage-paid envelope.

COMMUNICATION OFFICE INFORMATION

The Dickinson School of Law (Carlisle, PA)

The Communication Office requests the following information for public relations purposes.

PLEASE PRINT OR TYPE

NAME _____ MEMBER OF FACULTY/STAFF SINCE _____

BUSINESS ADDRESS (FOR ADJUNCT FACULTY IF APPLICABLE) _____
Firm or Company

_____
Street City State Zip Phone

_____
Position

HOME ADDRESS _____
Street City State Zip Phone

EDUCATION

High School _____
Name City State Date

Undergraduate _____
Name of Institution Degree Date

_____
Activities

Graduate (Law School) and Date(s) _____

_____

Activities, Offices, Clubs, etc. _____

_____

Awards _____

_____

PROFESSIONAL ASSOCIATIONS, including Honors and Offices held _____

_____

_____

_____

AWARDS, HONORARY DEGREES, PUBLICATIONS _____

_____

_____

_____

MILITARY SERVICE _____
Duties/Assignments

_____
Awards/Decorations Dates

_____

DUTIES AND RESPONSIBILITIES (courses, specialties, etc., at Law School) _____

_____

_____

SPOUSE'S NAME _____ CHILDREN'S NAMES & AGES _____

_____

Do you authorize use of this information for publicity purposes? Yes___ No___

Do we have a recent photograph on file? Yes___ No___

DATE _____ SIGNATURE _____

1984 JUNIOR CLASS SURVEY

The Dickinson School of Law (Carlisle, PA)

Please complete the following questionnaire. (Please do not complete this form if you are a special student, transfer student or MCL candidate.) Your responses will help us in planning our recruitment program and in assessing our strengths and weaknesses as they are perceived by prospective students.

EDUCATION AND WORK EXPERIENCE

1. Your college, degree, major, and year of graduation_____

_____

2. Post-graduate education: school, program, degree and year(s)_____

_____

3. Full-time work experience (not summer employment): nature of work/time in position_____

CHOICE OF THE LEGAL PROFESSION

1. How important were the following factors in your decision to attend a law school?

	Very Influential	Influential	Not Influential
Family traditions	____	____	____
Desire to serve public	____	____	____
Desire to be self-employed	____	____	____
Social status of profession	____	____	____
Financial status of profession	____	____	____
Law degree as a credential for other fields	____	____	____
Academic interest in study of law	____	____	____
Interest in a particular area of law (what?)_____	____	____	____
Aptitude tests	____	____	____
Advice of career counselor	____	____	____
Advice of college professors	____	____	____
Other factor (what?) _____	____	____	____

2. Is anyone in your immediate family a lawyer? ____yes ____no
Do you have a close friend who is a lawyer? ____yes ____no
If yes, please answer the following questions about that(those) person(s).

His/Her relationship to you_____
Graduate of _____Law School

Type of practice (judge, district attorney, large law firm, solo, small law firm [fewer that 5 lawyers], corporate, etc.)

_____

Location of practice_____

Did this person influence your decision to attend The Dickinson School of Law?
____yes ____no

THE APPLICATION PROCESS

1. How did you learn about The Dickinson School of Law (also referred to as DSL in this questionnaire)? Please check all sources and circle the first informational source.

____Pre-law adviser	____DSL graduate
____Pre-law club	____DSL representative
____Friends	____Book on law schools
____Family	____DSL catalog
____DSL student	____DSL brochure mailed to you
____Visit to DSL	____Other sources:_____

2. Does (did) your college or university have a pre-law adviser?
____yes ____no ____don't know ____not at time I was a student
If yes, did your pre-law adviser discuss DSL with you? ____yes ____no

3. Was your pre-law adviser particularly helpful to you?
____yes ____no ____somewhat

Please explain._____

_____

4. Did your pre-law adviser recommend any particular law school(s) to you?

____yes ____no If yes, which school(s)?_____ ____

_____

5. Did a Dickinson School of Law representative visit your school?

____yes ____no ____don't know
If yes, ____I attended the session, ____I did not attend the session.

6. Did representatives from other law schools talk with you? ____yes ____no

If yes, which school(s)?_____

7. Did any law school(s) contact you first? ____yes ____no

If yes, which school(s) and type of contact (letter, brochure, telephone)?

_____

8. Would you have liked a personal interview at DSL? ____yes ____no

If yes, why?_____

9. A. To how many law schools did you apply for admission?

____one ____two ____three ____four ____five ____six ____seven

____eight ____nine ____ten ____eleven ____twelve or more

B. Which law school was your...

		Were you
first choice?	_____	(admitted? ___yes ___no)
second	_____	(admitted? ___yes ___no)
third	_____	(admitted? ___yes ___no)
fourth	_____	(admitted? ___yes ___no)
fifth	_____	(admitted? ___yes ___no)
sixth	_____	(admitted? ___yes ___no)

10. After acceptance at Dickinson did you visit the school? ____yes ____no

Did you visit other law schools at which you were accepted? ____yes ____no

11. At what point in the application process did you realize that The Dickinson School of Law is separate from Dickinson College?

_____

12. How important were the following factors in your decision to attend Dickinson?

	Very important	Somewhat important	Not very important
Overall reputation in Pennsylvania	____	____	____
Overall reputation outside Pennsylvania	____	____	____
Academic program	____	____	____
Quality of faculty	____	____	____
Location (Carlisle)	____	____	____
Dickinson's proximity to my home	____	____	____
Cost and related expenses	____	____	____
Part-time job opportunities	____	____	____
Financial aid availability	____	____	____
Recommendation of friend/family	____	____	____
Recommendation of a DSL student	____	____	____
Recommendation of faculty adviser	____	____	____
Recommendation of DSL graduate	____	____	____
Job placement record	____	____	____
Size of student body	____	____	____
Extracurricular activities	____	____	____
Physical plant	____	____	____
Other (what?)_____	____	____	____

_____

13. Which factor was most important in your decision?_____

Second in importance?_____

Third in importance?_____

14. Please rate your pre-attendance perceptions about The Dickinson School of Law along the following scale:

	Very	Some-what	No per-ception	Some-what	Very	
Friendly	____	____	____	____	____	Unfriendly
Underrated	____	____	____	____	____	Overrated
Expensive	____	____	____	____	____	Inexpensive
High Prestige	____	____	____	____	____	Low Prestige
Low Quality	____	____	____	____	____	High Quality
Serious Atmosphere	____	____	____	____	____	Casual Atmosphere
Liberal	____	____	____	____	____	Conservative
Unappealing Location	____	____	____	____	____	Appealing Location
Traditional Approach	____	____	____	____	____	Innovative Approach
Practical Education	____	____	____	____	____	Theoretical Education

PLANS

1. Following graduation from Dickinson, I would like to work in

____General law practice
____Government
____Education
____Military service
____International relations
____Other (what?)_____
____Specialized law practice
____Business/industry
____Politics
____Communication
____Health services

2. A. Where is your home?_____

B. In which city or town would you like to live five years from now?

_____

FINALLY...

Why did you decide to attend The Dickinson School of Law?_____

_____

_____

SPRING 1984

SENIOR SURVEY

The Dickinson School of Law (Carlisle, PA)

We are constantly striving to improve the educational program and the services we provide all students. Your answers to the following questions will help us evaluate ourselves. Please take a minute to complete the questionnaire and return it to the Communication Office or the Administration Office. Thank you for your help.

1. What law-related job(s), if any, did you hold during law school? _____

_____

2. Which factors do you think are significant in choosing the legal profession?

	Very Influential	Somewhat Influential	Not Very Influential
Family traditions	____	____	____
Desire to serve public	____	____	____
Desire to be self-employed	____	____	____
Social status of profession	____	____	____
Financial status of profession	____	____	____
Academic interest in study of law	____	____	____
Law degree as a credential for other fields	____	____	____

3. Please rate your opinions of The Dickinson School of Law.

	Very	Somewhat	No perception	Somewhat	Very	
Friendly	____	____	____	____	____	Unfriendly
Overrated	____	____	____	____	____	Underrated
Expensive	____	____	____	____	____	Inexpensive
Low prestige	____	____	____	____	____	High prestige
High quality	____	____	____	____	____	Low quality
Serious atmosphere	____	____	____	____	____	Casual atmosphere
Liberal	____	____	____	____	____	Conservative
Appealing location	____	____	____	____	____	Unappealing location
Traditional approach	____	____	____	____	____	Innovative approach
Practical education	____	____	____	____	____	Theoretical education

4. Do you think you are now prepared to enter the legal marketplace to compete with recent graduates of other law schools for law-related positions?

____Yes ____No ____Not sure

5. Which course or courses do you think prepared you best for a career in the law?

_____

6. What one area of a Dickinson education can be improved to make Dickinson graduates better lawyers?_____

_____

_____

7. If you were to advise an applicant against attending The Dickinson School of Law, what would you tell this person?_____

_____

_____

8. If you were to encourage an applicant to attend The Dickinson School of Law, what would you tell this person?_____

_____

_____

9. How do you feel about your Dickinson education?

____Extremely satisfied
____Very satisfied
____Satisfied
____Not very satisfied
____Not satisfied

10. Following graduation I plan/I would like to work in:

____general practice
____government
____education
____military
____international relations
____specialized practice
____business/industry
____politics
____communications
____health sciences
____not certain yet

11. What one thing would you like to see changed at the school?

_____

_____

Name (optional)_____

Comments:

THE DICKINSON SCHOOL OF LAW
REUNION ALUMNI SURVEY/1984

PLEASE COMPLETE AND RETURN THIS BRIEF SURVEY WHICH IS BEING USED TO MEASURE ALUMNI ATTITUDES AND OPINIONS. YOU MAY MAIL THIS FORM TO THE COMMUNICATION OFFICE USING THE ENCLOSED, POSTAGE-PAID ENVELOPE. THANK YOU.

1. Year of graduation from The Dickinson School of Law_____

2. Please rate your opinions of The Dickinson School of Law.

	Very	Somewhat	No perception	Somewhat	Very	
Friendly	___	___	___	___	___	Unfriendly
Expensive	___	___	___	___	___	Inexpensive
High prestige	___	___	___	___	___	Low prestige
Low quality	___	___	___	___	___	High quality
Serious atmosphere	___	___	___	___	___	Casual atmosphere
Liberal	___	___	___	___	___	Conservative
Traditional approach	___	___	___	___	___	Innovative approach
Practical education	___	___	___	___	___	Theoretical education

3. If you were to advise an applicant against attending The Dickinson School of Law, what would you tell this person?_____

_____

4. If you were to encourage an applicant to attend The Dickinson School of Law, what would you tell this person?_____

_____

5. How do you feel about your Dickinson education?

____Extremely satisfied
____Very satisfied
____Satisfied
____Not very satisfied
____Not satisfied

6. What one area of a Dickinson education can be modified or improved to make Dickinson students better lawyers?_____

_____

7. What advice would you give a Dickinson senior who is about to enter the legal profession?_____

_____

8. How can the school be more responsive today to your needs as a lawyer?_____

_____

_____

9. From what you have observed or heard, what is the school doing better now than it did when you were a student?_____

_____

_____

10. From what you have observed or heard, what is the school not doing as well now as it did when you were a student?_____

_____

_____

Name (optional)_____
Please return this survey before June 1, 1984.

BEST COPY AVAILABLE

Transmitting information

The first item in this section is not a form but a single-page news media directory from the Dickinson School of Law. It is inexpensively reproduced on legal-sized lined yellow paper. When it was first developed, it was sent to all daily newspapers and TV and radio stations in Pennsylvania and some publications outside the state. Responses have been good so far -- a dozen calls in the first few months. Director of Communication Eric Drake includes a copy of the directory when he sends out a printed news release.

Meredith College's form for hometown releases simplifies this time-consuming chore. Students or volunteers could be used to fill in the information.

To communicate with clients, Gardner-Webb College uses a three-part job progress memo. The top (white) copy is sent to the faculty or staff member as a confirmation that the order has been received and that bids are being taken. When a bid is accepted, the second (yellow) copy goes to the client with the middle part filled out to let him or her know which printing shop has received the job. When the job is completed, the delivery date is filled in and the pink copy is filed in the job jacket. The pink copy provides a complete record of the job.

Rockhurst College uses a publications production schedule form to notify clients of the deadlines for each stage of production.

Communication with printers is best accomplished through forms, and this section includes a printing specification form from the Dickinson School of Law. The next form is used by the director of public information at Rockhurst College to report to the director of development on the accomplishments of the office. Centenary College of Louisiana uses a form to coordinate large mailings. Any of six or seven different offices may use this form. It organizes the procedure by clarifying precisely who is responsible for each stage of the process.

BEST COPY AVAILABLE

(printed on legal-pad paper)

NEWS MEDIA DIRECTORY · THE DICKINSON SCHOOL OF LAW · TELEPHONE: (717) 243-9875

ADMINISTRATIVE LAW
Prof. Edward Haughney
Prof. Leslie MacRae
Prof. Robert Rains

AIR AND SPACE LAW
Prof. James Fox

ALTERNATIVE DISPUTE RESOLUTION
Prof. Robert Ackerman

ANIMAL RIGHTS
Prof. Geoffrey Scott

ANTITRUST LAW
Prof. William Keating

BANKING
Prof. Louis Del Duca

BANKRUPTCY
Prof. Louis Del Duca

CIVIL RIGHTS LITIGATION
Prof. Gary Gildin
Prof. Thomas Place
Prof. Robert Rains

CLIENT INTERVIEWING AND COUNSELING
Prof. Peter Kutulakis

COMMERCIAL LAW
Prof. Louis Del Duca

CONSUMER PROTECTION
Prof. Robert Ackerman

COPYRIGHTS
Prof. William Keating

CORPORATIONS
Prof. John Maher

COURTROOM TECHNIQUES
Prof. Gary Gildin

CRIMINAL LAW
Prof. Thomas Place

EDUCATION LAW
Prof. Robert Rains

EMINENT DOMAIN
Associate Dean
Harvey Feldman

ENVIRONMENTAL LAW
Prof. Leslie MacRae

EQUAL PROTECTION AND CIVIL RIGHTS
Prof. Gary Gildin
Prof. Christine Kellett
Prof. Robert Rains

EVIDENCE
Dean William L. Wilks

FAIR EMPLOYMENT
Prof. Jane Rigler

FAMILY LAW
Prof. Joseph Kelly
Prof. Thomas Place
Prof. Robert Rains

FEDERAL TAXATION
Prof. William Barker

FIRST AMENDMENT
Prof. Robert Ackerman
Prof. Christine Kellett
Prof. Thomas Place

FOOD AND DRUG LAW
Prof. William Keating

INSURANCE
Dean William L. Wilks

INTERNATIONAL BUSINESS LAW
Prof. William Keating

INTERNATIONAL HUMAN RIGHTS
Prof. Gary Gildin

INTERNATIONAL LAW
Prof. Edward Haughney
Prof. Joseph Kelly

INTERNATIONAL TRADE
Prof. Joseph Kelly
Prof. John Maher

JUVENILE LAW
Prof. Thomas Place

LABOR LAW
Prof. Jane Rigler

LAND USE CONTROL
Associate Dean
Harvey Feldman
Prof. Leslie MacRae

LAW AND MEDICINE
Prof. Robert Ackerman
Prof. Arthur Frankston

LAW AND THE ARTS
Prof. Geoffrey Scott

LAW AND THE HANDICAPPED
Prof. Robert Rains

LAW OF FRANCHISING
Prof. William Keating

LEGAL ASPECTS OF HEALTH CARE
Prof. Arthur Frankston

LEGAL BIBLIOGRAPHY
Prof. James Fox

LEGAL SERVICES
Prof. Thomas Place

LITIGATION
Prof. Gary Gildin
Prof. Thomas Place
Dean William L. Wilks
Prof. Robert Ackerman

LOCAL GOVERNMENT
Associate Dean
Harvey Feldman
Prof. Christine Kellett

MARITIME LAW
Prof. John Maher

MEDIATION
Prof. Robert Ackerman
Prof. Peter Kutulakis

MILITARY LAW
Prof. Edward Haughney

NEGOTIATING TECHNIQUES
Prof. Robert Ackerman
Prof. Peter Kutulakis

PATENTS
Prof. William Keating

PRODUCTS LIABILITY
Prof. Robert Ackerman
Prof. Arthur Frankston

PROFESSIONAL RESPONSIBILITY AND ETHICS
Prof. Robert Ackerman
Associate Dean
Harvey Feldman

PUBLIC BENEFITS
Prof. Thomas Place

REAL ESTATE TRANSACTIONS
Associate Dean
Harvey Feldman

REGULATING INDUSTRY
Prof. Edward Haughney

SPORTS LAW
Prof. Robert Ackerman
Prof. Geoffrey Scott

STATE GOVERNMENT
Prof. Christine Kellett
Prof. Robert Rains

TRADEMARKS
Prof. William Keating

TRUSTS AND ESTATES
Prof. Geoffrey Scott

U.S. CONSTITUTIONAL LAW
Prof. Christine Kellett
Prof. Gary Gildin

U.S. SUPREME COURT
Prof. Christine Kellett

STUDENT HOMETOWN NEWS RELEASE

Meredith College (Raleigh, NC)

(Headline) LOCAL MEREDITH STUDENT ELECTED TO OFFICE FOR IMMEDIATE RELEASE

RALEIGH, N.C. (student's name),

(son or daughter) of (parents' names)

of (hometown), has been elected to

the office of

in the Student Government Association (SGA) elections held recently at Meredith College.

JOB PROGRESS MEMO

Your job named _____ ,

Job number GW — — , is now in the process of layout and receiving competitive bids.

You will be notified after five working days of _____ to which shop the job has been assigned.

On the guarantee of quality at the lowest competitive price, the following shop _____ _____ has been assigned your job. Delivery is promised within ten working days of _____ .

Job delivered _____ .

GW-472-20127

Information Services

ROCKHURST PUBLICATIONS PRODUCTION SCHEDULE

Job No. _____ Title _____

Job for _____ Phone _____

Format _____ Pages _____ Quantity _____

Size _____ No. of colors/sides _____

Needed for what event _____

Date due _____

*Deadlines	Activity
_____	Receive copy and requisition
_____	Approval of edited copy
_____	Approval of design concept
_____	Select stock, ink
_____	Manuscript to typesetter
_____	Arrange photography (if needed)
_____	Proofread galleys and prepare layout
_____	Layout to printer for keyline
_____	Check 1st proof
_____	Check 2nd proof
_____	Final art and photos to printer
_____	Check final proof
_____	Return approved final proof to printer
_____	To press
_____	Delivery

*Any delays in the schedule could result in a delayed delivery date.

THE DICKINSON SCHOOL OF LAW

PRINTING SPECIFICATIONS

DESCRIPTION

Job _____ Date _____

Quantity _____ Pages _____ Size Flat _____

Fold to _____ Binding _____ Perforations _____

Paper (Cover) _____

(Text) _____

Ink (Outside Cover) _____ (Inside Cover) _____

(Text) _____

Photographs/Art _____

_____

Special _____

PRODUCTION

Bids Requested by _____ (Note: All bids must be written.)

Special Instructions _____

Final Delivery Date _____ Deliver to _____

Dickinson School of Law Will Supply:

____Manuscript
____Proofing galley proofs
____Preliminary pasta-up
____Final pasta-up
____Proofing of blueline

Printer Will Supply:

____Galley proofs
____Page proofs
____Final pasta-up
____Blueline
____Delivery of copies

ALTERATIONS

Please also quote on the following alterations:

____Price for additional copies $_____ per _____ copies
____Price for additional pages $_____ 4 pages, $_____ 8 pages
____Discount for fewer pages $_____ 4 pages, $_____ 8 pages
____Blueline proof type changes $_____/line
____Price for alternate stock (_____) $_____

Thanks.
Eric S. Drake
Director of Communication

150 SOUTH COLLEGE STREET, CARLISLE, PENNSYLVANIA 17013 (717)243-4611

PUBLIC INFORMATION REPORT

Rockhurst College (Kansas City, MO)

Date_____ Time period covered_____

To: Murray Blackwelder/Development Staff
Dave Thompson

From: Suzie Gruber

1. News releases sent ____

2. Public service announcements sent ____

3. Other media contacts ____

_____

_____

_____

4. Advertisements placed ____

_____

_____

5. Special events

_____

_____

_____

6. Other projects and comments

_____

_____

_____

_____

COORDINATION OF MAILING

Centenary College of Louisiana (Shreveport, LA)

NAME OF MAILING_____ TODAY'S DATE_____

1. WHO IS IN CHARGE?

2. WHO WILL MAKE (GUEST) LIST?

3. WHO WILL GET LIST OFF WHICH MACHINE?

4. WHO WILL PROOF (GUEST) LIST AND OK IT?

5. HOW WILL NAMES COME OFF? Labels? List?

6. HOW WILL ENVELOPES BE ADDRESSED? Hand? Machine? Labels?

7. WHO WILL ADDRESS THEM? OR RUN THE MACHINE?

8. WHO WILL STUFF ENVELOPES?

9. WILL THEY GO FIRST CLASS OR BULK? IS SORT NECESSARY?

10. WHO WILL PAY POSTAGE? WHAT ACCT. #_____

11. WHAT FORM WILL INVITATION BE? Letter? Card? Personalized or xeroxed?

12. WHO WILL PROOFREAD AND OK FINAL COPY?

13. WHO IS RESPONSIBLE FOR PRODUCING INVITATIONS/LETTER COPY?

    If signature needed...hand signed_____ xeroxed_____

14. WHAT IS THE DEADLINE TO GET MAILING TO RECIPIENT?

Internal forms for organization

Even in a small office, internal communication is important. The people in a small shop usually have so many different projects to handle and tight deadlines to meet that keeping track of everything can be a problem. Every office has its own set of internal forms. Western Maryland College uses an internal worksheet to monitor speakers bureau requests. Rockhurst College has a printing specification sheet to record bids and printers used. Rockhurst also uses a situation report to keep track of each project in production.

Mary Holmes College tallies the output of the office of public information on a news release information form. The director of the office, Patricia A. Thomas, writes:

> Although PR effectiveness cannot be measured with any instrument, it is helpful when evaluating the effectiveness of news service to have some quantitative measurement of changes in news media coverage. This enables us to determine how Mary Holmes College is positioned in its media coverage as well as what kind of stories the papers seem to prefer. We feel that this, coupled with opinion research, will make for a better PR shop.

We hope these samples will help you in your efforts to improve the effectiveness of your small PR shop.

SPEAKERS BUREAU INTERNAL WORKSHEET

Western Maryland College (Westminster, MD)

ORGANIZATION _____

_____

INQUIRY DATE _____ Letter _____ Phone _____

PLACE OF MEETING _____

_____

DATE _____ TIME _____ APPROX. ATTENDANCE _____

CONTACT PERSON (AND ADDRESS)

_____

_____

_____

TELEPHONE

Home _____

Work _____

SPEAKER REQUESTED

1. _____

2. _____

TOPIC

_____

_____

NOTES

FINAL REPORT

Speaker _____

Topic _____

Confirmation letter sent _____

Reminder date _____ Sent _____

Comments received -- Yes _____ No _____

PRINTING SPECIFICATIONS SHEET

Rockhurst College (Kansas City, MO)

Job Description: _____

Department: _____ P.O. Number: _____

Date Request Submitted: _____ Deadline: _____

PAPER

Weight: _____ Stock: _____ Size: _____

Color: _____ Ink: _____ Pages: _____

Stapled: _____ Bindery: _____

COMPOSITION

Type set: _____ Artwork: _____ Photos: _____

Reverses: _____ Screens: _____ Other: _____

BIDS

Printer	Cost	
1. _____	$ _____	Phone Number: _____
2. _____	$ _____	Phone Number: _____
3. _____	$ _____	Phone Number: _____

NOTES:

Printer Chosen: _____

Cost Adjustments: _____

Material sent to printer: _____

First proofs returned by printer: _____ Sent to Department: _____

Proofs returned by Department: _____ Returned by printer: _____

Job released to press: _____ Job delivered to Rockhurst: _____

SITUATION REPORT

ROCKHURST COLLEGE PUBLICATIONS

Period Covering:

_____

PROJECT	PRODUCTION STAGE

OTHER _____

NEWS RELEASE INFORMATION
For the Month of

_____

Mary Holmes College (West Point, MS)

Number of Releases Sent out by Office	Number of Releases Printed	Name of Paper(s) Printing Articles	Number of Unsolicited Articles

ACKNOWLEDGMENTS

We are grateful for the contributions of the following men and women from small institutional public relations shops. We regret that we were not able to include everything that was submitted as each person shared generously of his or her "trade secrets."

Centenary College of Louisiana
Janie Flournoy
Director of Public Relations

Central College
Dwayne Smith
Director of College Relations

The College of St. Catherine
Patricia Sirek
Director of Public Information

The Dickinson School of Law
Eric S. Drake
Director of Communication

Gardner-Webb College
Dave Robertson
Information Services Director

Hollins College
Leila Christenbury
Publications Editor

Juniata College
Robert C. Howden
Director of Public Relations and Publications

Marist College
Emily M. Bordis
Director of Public Information

Mary Baldwin College
John A. Wells
Director of Communications

Mary Holmes College
Patricia A. Thomas
Director of Public Information

Meredith College
Carolyn C. Robinson
Director of College Relations

Roberts Wesleyan College
Phillip B. Johnson
Director of Public Relations

Rockhurst College
Suzanne Gruber
Director of Public Information

St. Mary's University
Elizabeth Stevens
Director of Information and Public Relations

Schenectady County Community College
Ricki D. Shapiro
Associate for Public Relations

Schreiner College
Chuck Tait
Director of College Relations

Southwestern Adventist College
Sharon H. Leach
Public Information Officer

Western Maryland College
Joyce Muller
Director of Public Information